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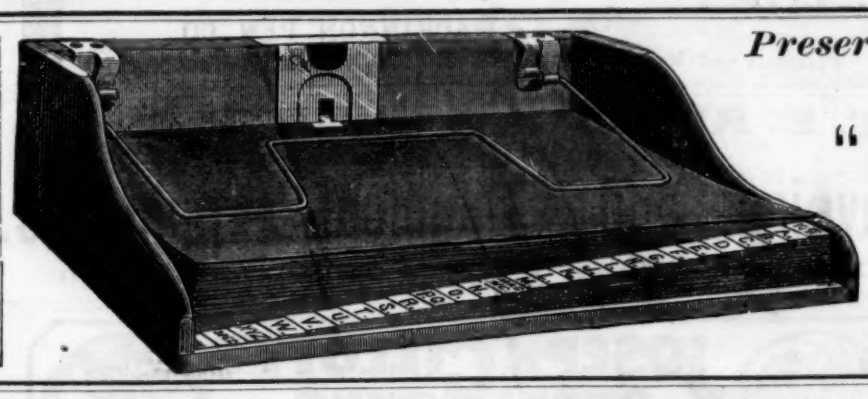

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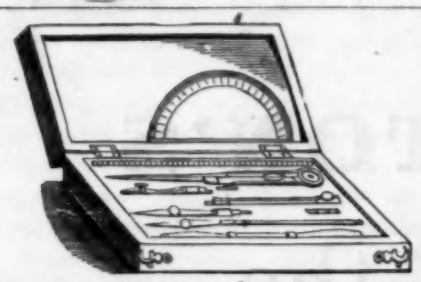

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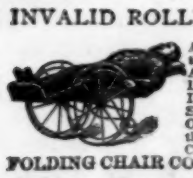

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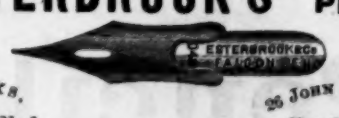

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Journal of Education.

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THE FLOWN BIRD.

[Translated from the Japanese.]

The maple-leaves are whirled away;
The depths of the great pines are stirred;
Night settles on the sullen day,
As in the nest the mountain-bird.
My wandering feet go up and down,
And back and forth from town to town,
Through the lone woods and by the sea,
To find the bird that fled from me:
I followed, and I follow yet;
I have forgotten to forget.

My heart goes back, but I go on,
Through summer heat and winter snow,
Poor heart, we are no longer one,
But are divided by our woe!
Go to the nest I built and call,—
She may be hiding, after all;—
The empty nest, if that remains,
And leave me in the long, long rains;
My sleeves with tears are always wet,—
I have forgotten to forget.

Men know my story, but not me,—
For such fidelity, they say,
Exists not,—such a man as he
Exists not in the world to-day!
If his light bird hath flown the nest,
She is no worse than all the rest.
Constant they are not,—only good
To bill and coo and hatch the brood;
He has but one thing to regret,—
He has forgotten to forget.

All day I see the ravens fly,
I hear the sea-birds scream all night.
The moon goes up and down the sky,
The sun comes in with ghastly light;
Leaves whirl, white flakes about me blow,—
Are they spring blossoms, or the snow?
Only my hair? Goodbye, my heart,
The time has come for us to part.
Be still! You will be happy yet,—
For death remembers to forget.

PUBLIC OPINION.

NEED OF SUPERVISION.—All business requires supervision, all manufacturing establishments, all railroads all great corporations; and experience has demonstrated it is impossible to prevent collapse and failure of your public schools unless there be intelligent, organized supervision by superintendents, who ought to be well paid. Cheap things are generally of little value. A cheap lawyer, a cheap doctor, a cheap preacher, a cheap school-teacher is generally easily weighed and correctly estimated. The estimate he puts upon himself is generally a right valuation.—*J. L. M. Curry, D.D., LL.D.*

EDUCATION BY THE STATE.—Is education good? Will it prevent crime? As the main function of government is simply to protect all men in doing that which will best conduce to their own happiness,— that is, to prevent any one man from infringing on the perfect liberty of any other,—so government must do uniformly for all what all are not certain to do for themselves. A knowledge of the nature of man, four thousand years of authentic history, have shown that the individual man cannot be trusted with the education of his own offspring. It is only by the aggregation of individuals that enough power is attained to develop and perfect schemes of complete mental or moral culture. This is why the State undertakes the process of education. As to the extent of this education, we claim that the system must necessarily be as broad as the limits of modern culture itself. As the State educates, it must be either "All in all, or not at all." To do less would destroy the very corner-stone of democratic government. For the State to undertake a system of education, beginning and ending with the mere elements of knowledge, with barely the key to culture, would be to lend its aid to the creation of a privileged class, — a class reputable, not by reason of great achievements in their own generation, or in their ancestor's, but distinguished solely for the accident of wealth.—*The Pacific School and Home Journal.*

A PREGNANT QUERY.—The most appalling question which presents itself at this time is, What is to become of all the boys and girls who are now being graduated in schools and colleges, in the usual summer schools? No suitable answer presents itself, as all the professions seem to be so full that no new-comers would appear to be welcome. And yet the larger proportion of these graduates will soon be placed. The same force that brings them forward takes others away. It is the constant ebb and flow in the tide of humanity, the waves jostling each other, and all coming to die upon the shore at last. Some of these young people will enter upon lives of ease, using the knowledge they have gained merely as an elegant help toward passing life away with grace and dignity. Others will be forced upon careers of hard work, and perhaps hide respectable, or even eminent talents in obscurity. A few will make enormous successes, speaking in a wordly point of view, and entirely wreck their moral natures in doing so, which constitutes the heaviest failure possible, regarded from the spiritual standpoint. It seems hard to be compelled to admit that out of all these young lives, so fresh and vigorous, only a percentage too small to take into account will yield beautifully-rounded careers, in which the moral, mental, and physical developments shall accord each with each, and the outward prosperity be mirrored in the contentment and expansion of the soul.—*Ex.*

SCHOOL HOURS.—The experiment of holding but one session of all Primary schools, each day, is on trial and will be watched with interest by all educators. Certainly the expense of maintaining schools would be less could the same teacher instruct a different class each day, even although the membership were diminished by one-fourth or one-third, and all over-crowding of pupils in the smaller rooms could be avoided. With a sufficiently small membership, these Primary schools which are in session only two or three hours a day have enabled pupils to read, write, and compute as readily as others who have attended school all day for a similar time. It is as yet an open question whether, or not, the attendance could be sufficiently reduced to secure this result without increasing the expense of the schools, as all the most successful work of this character has been performed in schools which are less than half as large as most public primary schools.—*Supt. Marvel, Gloucester, Mass.*

WHAT IS EDUCATION?—But what is education? Of course it is not book-learning. Book-learning does not make five per cent. of that mass of common-sense that "runs" the world, transacts its business, secures its progress, trebles its power over nature, works out in the long run a rough average justice, wears away the world's restraints, and lifts off its burdens. The ideal Yankee who "has more brains in his hand than others have in their skulls," is not a scholar; and two-thirds of the inventions that enable France to double the world's sunshine, and make Old and New England the workshops of the world, did not come from colleges or from minds trained in the schools of science, but struggled up, forcing their way against giant obstacles, from the irrepressible instinct of untrained, natural power. Her workshops, not her colleges, made England, for a while, the mistress of the world; and the hardest job her workman had was to make Oxford willing he should work his wonders.—*Wendell Phillips.*

POLITICIANS IN OFFICE.—The influence of the politician is very perceptible among the educational machinery. He is beginning to consider the field one not to be despised, at all events. If a man is hungry for office and will have something, why then make him Superintendent or Commissioner or Trustee. It is said that men who could not write their names have held the office of School Commissioner in the City of New York! This qualification they do not lack at present; it is believed that most of the trustees have laid aside their X-marks.—*N. Y. School Jour.*

THE CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE.

BY JESSE LYMAN HURLBUT, PLAINFIELD, N. J.

Three summers ago a movement was inaugurated at Lake Chautauqua, in western New York, for the promotion of intelligence and culture among the people. Without lofty promises at its beginning, or ostentation during its progress, it has pursued its way and gained an increase that, although its first class has not yet completed their course of study, already its enrolled students aggregate nearly twenty-four thousand, and are found, not only in every State and territory of the Union, but in every quarter of the globe.

The thought of this organization, the CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE, first arose in the mind of its originator, the Rev. John H. Vincent, D.D., twenty-five years ago, while he was beginning his ministry as a village pastor in New Jersey; but its practical realization was reserved for a more favorable time and better auspices. In 1874 Dr. Vincent, now the general Sunday-school Secretary of his denomination, held the first Chautauqua Assembly, the parent and pattern of all the summer Sunday-school gatherings held since under the varied names of "Assembly," "Congress," "Parliament," "Encampment," throughout the land, from Ocean Grove to the Yo Semite. In the original idea of the Assembly, as well as in all its plans and their execution, Dr. Vincent was aided by the skill, executive energy, and financial ability, of Lewis Miller, of Akron, Ohio, its first and only president. Its purpose was to bring together Sunday-school teachers for conference, and for a course of systematic instruction, not only in lines of Bible knowledge, but also of all learning, secular as well as sacred, which would furnish equipment for their work. Year by year new departments of study were added, and the scope of the Assembly enlarged, until Chautauqua deserved the title, first bestowed by Joseph Cook, but never adopted by itself, of "The Summer University." Closely allied to this ed-

ucative purpose was that of recreation under Christian auspices, mingling study and enjoyment.

In the early summer of 1878, while Dr. Vincent was crossing the Atlantic, homeward bound from a breathing-spell under the Alps, the plans of the C. L. S. C. were matured, and its details arranged. It was to involve a course of reading and study, covering the principal subjects of the college curriculum, but omitting of necessity its drill in languages and mathematics, giving to the English reader an outlook over the field of learning, and some acquaintance with the masterpieces of literature, ancient and modern; employing handbooks and compendiums for the mastery of outlines, and appointing more extensive works to be read: a course which the individual could pursue alone, if necessary, yet adapted for associated study; sufficiently simple to invite the masses, and to lead them onward without discouragement from its difficulties or its extent; yet so thorough as not to be deemed superficial by the more learned. Above all, it was to bring the six secular days of the week into harmony of purpose with the Sabbath, not only by recognizing the Bible as a department of its study, but more especially by having the entire course penetrated with the spirit of reverence and of faith.

The scheme was broached to a few eminent literary men and some leading educators, with a view to obtain the benefit of their criticisms and suggestions. It received a hearty endorsement from all who took the trouble to investigate it; among others from President Chadbourne of Williams College, President Warren of Boston University, and Chancellor Howard Crosby. The honored William Cullen Bryant gave it a strong recommendation, in a personal letter to Dr. Vincent, almost the last written by his pen, less than a month before his death. In it he wrote:

NEW YORK, May 18, 1878.

My Dear Sir:—I cannot be present at the meeting called to organize the Chautauqua Literary and Scientific Circle, but I am glad that such a movement is on foot, and wish it the fullest success. There is an attempt to make science, or a knowledge of the laws of the material universe, an ally of the school which denies a separate spiritual existence and a future life,—in short, to borrow of science weapons to be used against Christianity. The friends of religion, therefore, confident that one truth never contradicts another, are doing wisely when they seek to accustom the people at large to think and to weigh evidence as well as believe. By giving a portion of their time to a vigorous training of the intellect, and a study of the best books, men gain the power to deal satisfactorily with questions with which the mind might otherwise become bewildered. It is true that there is no branch of human knowledge so important as that which teaches the duties we owe to God and to each other, and that there is no law of the universe, sublime and wonderful as it may be, so worthy of being fully known as the law of love, which makes him who obeys it a blessing to his species, and the universal observance of which would put an end to the large proportion of the evils which affect mankind. Yet is a knowledge of the results of science, and such of its processes as lie most open to the popular mind, important for the purpose of showing the different spheres occupied by science and religion, and preventing the inquirer from mistaking their divergence from each other for opposition.

I perceive this important advantage in the proposed organization; namely, that those who engage in it will mutually encourage each other. It will give the members a common pursuit, which always begets a feeling of brotherhood,—they will have a common topic of conversation and discussion, and the consequence will be that many who, if they stood alone, might grow weary of the studies which are recommended to them, will be incited to perseverance by the interest which they see others taking in them. It may happen, in rare instances, that a person of eminent mental endowments, which otherwise might have remained uncultivated and unknown, will be stimulated in this manner to diligence, and put forth unexpected powers, and, passing rapidly beyond the rest, become greatly distinguished, and take a place among the luminaries of the age.

I shall be interested to watch, during the little space of life which may yet remain to me, the progress and results of the plan which has drawn from me this letter.

I am, sir, very truly yours, W. C. BRYANT.

Rev. Dr. John H. Vincent.

Those who were present at the public announcement and inauguration of the Circle at Chautauqua, on August 10, 1878, will not soon forget the occasion as of rare interest in itself, and fraught with results vaster than even the hopes of its projector. The gathering was held in the Pavilion, a huge tent pitched in the ravine where now stands the Amphitheater. Although the weather was unpropitious, about two thousand people were assembled. The platform was decorated with flowers, while a pile of books, a globe, and astronomical implements were grouped around, as emblems of universal knowledge. In an address of uncommon earnestness, Dr. Vincent urged the importance of education for the people, of culture for old as well as young; showed the need and presented the plan of the CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE. An immediate, enthusiastic response was given by the audience. As the first fruits of a goodly harvest, more than seven hundred names were then and there offered for membership in the Circle; and before the close of the Assembly of 1878, the number had swelled to over a thousand. A college president happened to be the first one who gave his name; but all ages and all classes of society were represented upon the roll of the new association. The society supplied a want so widely realized, that as each Chautauquan bore the news to his home, a fresh list of names followed, and in a few months the class of the first year counted eight thousand names. As indicative of the new members' zeal it may be noted that the demand for the books prescribed as the first-year's course, on the first day exhausted the entire stock of the publishers, and during several months exceeded the supply. Of each work more copies than the total number of members were sold, showing the influence of the Circle extended beyond its organization.

Among the first who presented themselves as students was a venerable ex-professor in a theological school, then eminent as a scholar, and since called home to rest. As he gave his name to Dr. Vincent, he clasped his hand, looked upward, and with deep feeling said, "Let us keep our Heavenly Father in the midst." It was a happy thought of the founder, to adopt this as one of the mottoes of the C. L. S. C. Another sentence had been already chosen as expressive of its aim, "We study the Word and the works of God;" and a third was afterward added, as an encouragement, "Never be discouraged." These three sentences, illuminated in Prang's richest manner, may be found hung upon the walls of many homes and meeting-places of the Circle.

The course of study is planned to cover four years, and may be accomplished by some readers in an hour a day, during ten months of each year. Of course, no unlettered person can secure a finished education by merely reading an hour *per diem* for four years; yet so much time spent with thoughtful and wisely-chosen books, will impart to any mind a knowledge of literature, a measure of intelligence, and an intellectual training, by no means to be despised. It embraces the general subjects of History, Science, Literature, and Bible study, with a few branches which might be included under Home and Character. In history are included the five most important subjects of General History, and those of Greece, Rome, England, and America; each studied in a small text-book, and read in a more extensive work such as Green's *Short History of the English People*, with an occasional historical story, as *Hypatia*. The sciences of Astronomy, Physiology, Biology, and Natural Philosophy are taken up in "science primers," and other plain yet philosophical works. General Literature is studied in selections from the greatest works of the greatest authors; translations from Homer, Virgil, Demosthenes, and Cicero; selected plays of Shakespeare, poems of Milton, essays of Macaulay; extracts from the writings of the most important periods in English history; and concise manuals, like Stafford Brooke's on English Literature, and C. F. Richardson's on America. Biblical Literature is noticed each year, in the departments of evidences, church history, and practical Christianity, in such works as *The Philosophy of the Plan of Salvation*, and Arthur's *Tongue of Fire*. This sketch exhibits the course in merely a fragmentary way, since it will not be completed by the first class until 1882, and in the last year's course may have further modification, especially in the departments of æsthetics and social science, which are in contemplation.

A helpful element of the plan is that of simultaneous study by all classes. The studies for each year are portioned out among the months, as a suggestion, but not as a requirement, for the students. They are not systematized with quite the definiteness of [the French department, where the head of the bureau is said to have boasted that by looking at his watch, he could tell what question was at that moment before every class in every school of France! But the subjects are so arranged that all the four classes shall study them during the same year. Thus, the studies of the year 1881 are the same for all members of the Circle; but constitute the work of the *first* year to one class, of the *second* year to another, and of the *third* year to the class which began in 1878. It is as if in a college, seniors, juniors, sophomores, and freshmen, were together in the same text-books, but one class beginning and another ending the curriculum. In a college or school this would not be practicable, since the first-year's course is a necessary stepping-stone to the second year's; but in the C. L. S. C. the work of each year is complete in itself, and does not relate closely either to what has been or what will be studied. The advantage of this plan is that in many places where four separate classes could not be carried on successfully, a circle may be formed, since all are pursuing the same studies.

The flexibility of the plan is such that it admits either individual or associated study. Some follow it alone, and without companionship, except in the consciousness that twenty thousand fellow-students are in line with themselves. Others find it helpful to unite in "Local Circles," or segments of the general circle. These local circles aggregate almost a thousand, and are of all sizes, from three members (which are often called "triangles") to several hundred. There are little groups of ladies who meet with their sewing and discuss, not their neighbors' virtues, but the conduct of the Greeks and Romans, or listen to one reading from the course; travelers on the railroad conning their Chautauqua text-books; home-circles, where the kings of England are reviewed at the breakfast-table; social gatherings, with criticism and cream mingled in pleasant proportions; and ambitious organizations, with lecture-courses and public discussions in the town-hall. In Cleveland is a circle of three hundred members, and in Pittsburgh one of five hundred, subdivided into smaller associations, but uniting in monthly meetings. The Germans have a branch, with text-books in their own language. Last summer the Circles of California met in an Assembly in the forest at Old Monterey, within sound of the Pacific surf, and spent a week in listening to lectures by day, and looking at stereopticon illustrations by night.

There is an arrangement whereby each member, however distant, is kept in constant connection with the office of the Circle. This is at Plainfield, N. J., the home of Dr. Vincent. Here Miss Kimball, the efficient young secretary, aided by her corps of assistants, maintains a supervision over the details of the work. With every mail come letters of inquiry, and, in answer, circulars explaining the plan, and blanks for those desiring membership are despatched. Applications for union with the Circle are received, inclosing the annual fee of fifty cents, which is the sole expense of the association, except, of course, the cost of the books. Each member is furnished by mail with a number of postal-cards, prepared with blanks for a quarterly report of books read and time occupied in study. At intervals, there is sent to every member a large envelope containing various documents, such as circulars and announcements of the course, an encouraging address from the President, Dr. Vincent, and "Outline Memoranda" on the current topics of study. These latter are sent both as a guide and an examination, and consist of large sheets, one on each department of study, containing questions, with blanks for answers, outlines, hints on study, and a catechism of important facts to be memorized. The items of printing and postage, in sending all this material to twenty-four thousand people are

considerable. Lest any may imagine a financial aim in the enterprise, let it be remarked, in passing, that the fees received scarcely cover the expenses of the office, and that the president receives absolutely nothing for his services.

This circle, though not an ellipse, is remarkable in the possession of two centers, three hundred miles apart, one at Plainfield, N. J., the other at Chautauqua. A beautiful wooded slope on the second plateau from the lake, and removed a little from the crowd, was chosen as the special gathering place of the C. L. S. C. In honor of the greatest man in all the Christian centuries, the apostle who united broad culture with deep religious enthusiasm, it has been named "St. Paul's Grove." Here, embowered under lofty beeches and oaks, rises a white Grecian temple, whose open sides and pillars seen through the foliage remind one of the Parthenon. Within this building, "The Hall of Philosophy," are held the "Round Table" conferences during the annual assembly. The only badge of membership in the order is an oak leaf from St. Paul's Grove.

The founder of the C. L. S. C. has a touch of sentiment in his nature which discloses itself in many of the minor details of the plan. For instance, there are certain "Memorial Days" to be celebrated throughout the year, as, "Shakespeare's Day," "Addison's Day," "Bryant's Day," and other birthdays of great men in literature. There is "Inauguration Day," commemorative of the Circle's organization; "Opening Day," Oct. 1, when the members are supposed to open their text-books for the year; and certain special Sundays through the year. Selections are given for reading on each of these days, and at noon of each "Memorial Day" the big bell at Chautauqua rings. 'Tis said that all true Chautauquans, beside what shores soever they may dwell, can hear its distant echoes!

Last summer the "camp-fire" was kindled at Chautauqua. On a moonlight evening, the members of the C. L. S. C. at the assembly, a thousand strong, with the president at their head, marched in procession to an open field outside the forest, where a great pyre had been erected. Here a circle was formed, the fire was kindled, and by its ruddy glow (albeit somewhat torrid in August) Chautauqua carols were sung, and speeches grave and gay were made to the accompaniment of the crackling flames. The example thus set was followed at other assemblies; and if, next summer, a succession of Chautauqua camp-fires shall illuminate the continent, let no one imagine that the end of the world has come.

Although every endeavor was made to keep the course inexpensive, it was soon found that the seven or eight dollars *per annum* for the purchase of books was an obstacle in the way of many students. Hard-working women, in homes where every penny must be counted before the bare necessities are bought, young men struggling with poverty on farms, sewing-girls in factories, wrote of their difficulties, and of their sacrifices in the pursuit of knowledge. Various expedients have been adopted by Local Circles, such as a loan library of the books of the course, and the interchange of one member with another. Last year, a new departure was taken by the publication of *The Chautauquan*. This is a monthly magazine of the form of the "Franklin Square," "Seaside," and other "libraries," now so popular, because so cheap. It contains many of the required books as serials, with articles of value selected from both standard and current literature. Through this magazine the cost of the Circle is greatly reduced. But those members who prefer to read bound volumes instead of a periodical, and thus form libraries of their own, can follow out the course in equivalents for reading in the *Chautauquan*. This magazine is edited and published at Meadville, Pa., by Rev. Theodore L. Flood, M.A., who has been from the first the journalist of the Chautauqua movement.

Inasmuch as the readers represented not only every age in life and every social grade, but also all diversities of taste, information, and intelligence, it was soon found that no one course of reading could be equally satisfactory to all. Many wrote for direction in following out special lines of study in which they had become interested. The majority of the members were in country homes, many of them distant from public libraries, and, while eager for knowledge, knew not in what direction to seek it. Hence arose a necessity of *special courses* for members who desired to supplement the general plan. Six of these special courses have been mapped out, and others are in preparation. As the completion of the regular course, at the expiration of four years, will be rewarded with a diploma, so for each of the special courses pursued a seal will be affixed. Thus, there are special studies in Roman History and Literature (grey seal); English History and Literature (blue seal); Greek History and Literature (pink seal); Astronomy, Theology and Philosophy, and Secular Normal Study. These courses have been arranged with great care. For instance, in the selection of that on Theology and Philosophy, a statement of the plan in writing was furnished to fifty leading clergymen and theological professors, who were requested to recommend suitable works on its various subjects. Forty-five sent answers, more or less extensive, which were tabulated, and the hundred or more works suggested were carefully examined, until ten standard books were finally chosen and placed upon the list.

An inspection of the records and of the letters pigeonholed in the general office at Plainfield, reveals many noteworthy facts. Names are found representing all creeds and all lands. There are several hundred members in the Dominion of Canada, and individual students in England, India, Japan, the Sandwich Islands, and Alaska. So many churches with various shades of belief are embraced in the membership, that it is difficult to keep the departments of Theology and Church-History out of the arena of polemics from some quarter. And American history can scarcely be written in a way satisfactory to the members on both sides of the St. Lawrence, and on both sides of the Potomac. Yet complaints are comparatively few, and the members of the C. L. S. C. as reasonable as any other twenty-four thousand mortals to be found on the planet.

As to the beneficial results of the organization, there can scarcely be a question. Any system which will bring thousands of people into communion with the thought of the world, cannot fail of blessing the race. Already this movement has quickened many into higher intellectual life. More than one young man has written to the office, that by it he has been awakened to a hunger after knowledge, and has left the Circle for the larger culture of the college. In one of the leading Local Circles, a house-servant became a member, soon showed herself the brightest scholar in the company, resolved to obtain a higher education, and by dint of saving, with some assistance of friends who perceived her talents, entered the State Normal School, where she is now one of the most successful students. It has led many young men to study evenings that might have been wasted, or worse than wasted in the saloon; and has substituted strong, thoughtful books for sensational novels in the hands of many young ladies.

It has breathed an atmosphere of culture around homes of poverty, and relieved the dull round of woman's never-ending work by worthy themes of thought and conversation. It has enabled middle-aged people to supplement the deficiencies, keenly felt, of their early education. One man wrote:

"I am so grateful to you that I can't express what I feel. I am a hard-working man. I have six children, and I work hard to keep them in school. Since I found out about your Circle I am trying my best to keep up, so that my boys will see what father does, just for an example to them."

Another wrote asking to be excused for not giving the time employed in reading, "For," he says, "I am a night-watchman, and I read as I come on my night rounds to the lights." A Mississippi captain wrote that he found the course of great value to him, because, he says, "when I stand on deck stormy nights I have something to think about; and you know when one has not taken care of his thoughts they will run away with him, and he will think about what he ought not."

We know of a merchant's clerk and his wife who, for two years past, except during the summer vacation, have devoted the morning hours from five to seven o'clock to study, in order to leave their evenings free for the claims of home, society, and church. An army-officers's wife writes from the plains that no other white woman lives within sixty miles, and the nearest book-store is three hundred miles distant, so that she was waiting impatiently three months for her text-books, and when they came she fairly wept with delight at the realization that she was at last brought into some communion with seekers after culture. Such testimonies as these might be multiplied by the hundred, if it were necessary, to show that the Chautauqua Literary and Scientific Circle brings valuable results to the world.

COLLEGIATE INSTRUCTION IN THE WEST.

BY W. S. SCARBOROUGH,
Professor in Wilberforce University.

[Concluded.]

Much has been said about the "Ohio idea of a college" and higher education in the West, both *pro* and *con*. Many reasons have been assigned for alleged deficiencies, and, in turn, many remedies offered, with good effect. Our great State, that has become the mother of presidents, will ultimately have to retrench in the number of her schools, as it is not so popular to be the mother of the latter as of the former. I find in a certain number of one of the Ohio college journals the following:

"We have been disgraced by a swarm of mere high and normal schools, which have usurped the name of colleges. . . . . It was in view of facts like these that the Ohio Collegiate Association, after long consideration of the matter, resolved in 1879 to admit to membership the representatives of such schools as maintain a certain standard for entrance and graduation. The standard was placed much lower than that of any New-England college, virtually requiring but two years of preparatory study beyond the common branches; and yet it was discovered that these requirements ruled out more than half the 'colleges' of the State. We maintain that the existence of these schools where the Anabasis and United States History are studied by 'freshmen' and 'sophomores,' and where 'degrees' are conferred upon students just ready to enter a respectable college,—the existence of 'colleges' like these is the great and sufficient cause of the poor representation of Ohio colleges."

As the maximum we would select about six of these institutions for comparison, whose requirements for matriculation stand well along by the side of Yale or Princeton: Oberlin, Wesleyan, Kenyon, Marietta, Western Reserve, and Denison. The membership of the Ohio Collegiate Association, however, includes more than these. The line is not quite accurately drawn. Many are admitted that should be omitted. The error to be corrected remains in part the same. Instead of two, three, or four first-class colleges, there are still in Ohio more than a dozen schools recognized by the assumed name of "colleges." These send out annually graduates with certificates and diplomas conferring upon them the degrees of A.B., B.S., &c., while many, in addition, grant honorary degrees, including A.M., D.D., LL.D., and D.C.L.

With Yale as a standard, we shall make the following comparison, taking the requirements for admission to three of the six colleges named:

I. *Yale:* Latin Grammar; Sallust, Jugurthine War, or four Books of Cæsar; Cicero,—seven books; Virgil, Bucolics, Georgics, and first six books of the Æneid, with Prosody; Latin Prose, twelve chapters; Greek Grammar, with translation of English into Greek; four books of Xenophon's Anabasis; three books, with Prosody, of Homer's Iliad; Greek History; Higher Arithmetic, including the metric system of weights and

measures; Algebra, Loomis's Treatise to Logarithms; Euclid, first two books, or five of Davie's Legendre; or instead of either of these, Loomis's Elements or Chauvenet's may be presented. Amherst, Dartmouth, Williams, Brown, Bowdoin the (scene of Hawthorne's and Longfellow's college days), Middlebury, Wesleyan at Middletown,—all compare favorably with Yale. Harvard has stepped a little further, and has required a little more for matriculation than her sister colleges.

II. *At Oberlin* the following are the requirements: The whole of Olney's School Algebra; Olney's Plane Geometry; one book of Cæsar; five orations of Cicero; Latin Grammar; Catiline; Virgil's Æneid, five books; Xenophon's Anabasis, three books; Homer's Iliad, three books; Harkness's Latin Prose Composition, Parts I. and II.; Greek Prose, Jones; Ancient History; Modern History, and Alden's Science of Government, with English Analysis. Ripon (Wis.), Tabor (Ia.), Berea (Ky.), Fisk (Tenn.), are all the offsprings of Oberlin, and are manned by Oberlin men in almost all their departments.

III. *Western Reserve* requires in Algebra, Loomis's edition, as far as Ratio; Geometry, three books; Cæsar, three books; Orations of Cicero, eight books; Virgil, four books of the Æneid, two of the Georgics, and one-half of the Bucolics: Homer's Iliad, one book; Latin Prose, Arnold, one hundred and thirty pages; Ancient Geography.

IV. *Denison:* Algebra, Olney's University, Parts I. and II.; Olney's Plane and Spherical Geometry; four books of Cæsar; seven of Cicero's Orations; four books of the Anabasis; three Orations of Lysias; Harkness's Latin Prose, Parts I. and II.; Jones's Greek Prose, twenty exercises; Grecian and Roman History; History of the United States; Hill's Rhetoric.

The colleges of the West are comparatively poor, the endowment funds generally small, the teaching-force usually limited, the library and cabinet scant. If the number of colleges were diminished by fifty per cent., and the remainder placed upon a firm financial basis, with an advanced standing, the outlook would doubtless be quite different. Yes, the majority of our Western colleges are poverty-stricken, and are pining for help. Support must come, or else many will have to take the inevitable "*go-down.*" As Western Reserve has been removed from Hudson, with a large endowment, and located at Cleveland, as was the plan, this college is by far the richest in the West, with facilities for giving instruction superior to the average.

The East is favored; the West is neglected, and often, too, by her own sons and daughters, whose wealth finds outlet in other channels. I believe that the reorganization of the present system of preparatory instruction, with the number of colleges in each State reduced to one or two, will give new impetus to collegiate instruction in the West.

THE MAGAZINES.

— The August number of the *North American Review* devotes a liberal share of its space to a polemic duel between Col. Ingersoll, the great exponent of the unbelief of the day, and Judge Jeremiah S. Black, the eminent jurist. Other articles in the August number of the review are: "Obstacles to Annexation," by Frederic G. Mather; "Crime and Punishment in New York," by Rev. Dr. Howard Crosby; "Astronomical Observatories," by Simon Newcomb; and "The Public Lands of the United States," by Thomas Donaldson.

— The *Contemporary Review* for July is especially strong in its articles. Among others equally good we would mention "A Speculation about Dreaming," "On a Possible Culture," and "Tunis." The International News Co., New York, are the American agents for this review, and also for the *Nineteenth Century*, — two of the best reviews published in the English language.

— *Good Company* ($3.00 a year; Springfield, Mass.) No. 22 opens with a long, complete story, filling seventeen pages, by Ellen W. Olney, entitled 'A Pair of Silk Stockings." It has another of the Arctic papers by Lieutenant Frederick Schwatka, under the heading, "In the Land of the Midnight Sun."

— The August *Atlantic* is specially noteworthy as containing the first chapters of "Dr. Breen's Practice," a serial story by Mr. Howells, which will continue through several numbers. It has all the charm of description and felicity of characterization for which Mr. Howell's best stories are distinguished, and promises to be no less delightful than "The Lady of the Aroostook."

— *Harper's Monthly* for August is magnificently illustrated. It opens with a frontispiece,—an illustration for Margaret Veley's poem "Almond Blossom,"—drawn by Abbey and engraved by Cole. In its marvelous delicacy this cut seems to almost transcend the possibilities of wood-engraving. Mr. Abbey contributes also a fine full-page illustration of Herrick's poem, "The Parcæ; or, Three Daintie Destinies."

— *Lippincott's Magazine* for August is a capital number for midsummer reading. The illustrated articles are "A Glimpse of the Cumberland Border," the first of two papers, descriptive and anecdotical, by Miss Rose Kingsley, daughter of the late Canon Kingsley.

ABOUT WILD FLOWERS. — (XV.)

BY H. L. CLAPP.

June 29. There are so many cultivated Pinks in blossom now that the present seems to be a favorable time to gain some knowledge of those members of the Pink Family that grow wild, and are in blossom. By comparing the cultivated species with the wild, the chief points of resemblance will be seen readily; and, while we are doing that, we may learn the family characteristics.

Let us look at any one of the cultivated Pinks. We notice that the *stems and leaves have a bluish-green bloom* upon them which is easily rubbed off (*glaucous*); the *joints are swollen*; the *leaves are opposite and entire* (not toothed), and united at the base; the *sepals are united into a tube with five lobes*;

FIGURE 14.

there are several bracts at the base of the tube; *each of the petals has a claw* (Fig. 14, *C*, *a*), and *is more or less cut or fringed.* Most of these characteristics will apply to the other members of the Pink Family proper, which includes the different species of Lychnis, Catchfly, and Soapwort (Bouncing Bet), besides the Pinks; but the bracts belong only to the Pinks.

One of the common species of Catchfly in New England is the Bladder Campion (*Silene inflata*, Fig. 14, *A*), called by the children "snappers," on account of the snapping sound made when the calyx is struck and burst on the hand. It has the characteristics mentioned above, except the bracts at the base of the calyx, which, in the Bladder Campion, is elegantly veined with reddish-brown lines; the petals are white and two-cleft, and there are ten stamens and three styles. In the different species of the Pink Family the stamens and styles vary considerably, though *the former do not exceed ten, nor the latter five.*

The term Silene comes from a Greek word meaning saliva, because some of the species have a sticky exudation, like bird-lime, on the stems to catch ants and other honey-stealing insects, which, usually being smooth-bodied, do not catch pollen on their heads or bodies, and, therefore, are useless for the purposes of cross-fertilization. Moths, butterflies, and bees, being fuzzy, are the most useful agents in the cross-fertilization of flowers.

Other defences of plants against predatory animals, such as caterpillars, larvæ of beetles, snails, slugs, birds, sheep, cattle, etc., consist of *poisons*, as in the nightshade, euphorbia, and wolfsbane; *bitter juice*, as in the crowfoots and wormwoods; *bristly pines*, as in the thistle, bed-straw, tear-thumb, and cactus; *thorns*, as in the gooseberry, bramble, and wild-rose; and *hairs*, as in the herb-robert and night-blooming lychnis. It is remarkable that many of the plants with spines, or hairs, have those defences directed downward toward the point whence the enemy is supposed to come, so as to meet him with charged bayonets. Campion, according to some authorities, is derived from *campus*, a field, and is applied to our plant because it is sometimes very abundant in fields. Others say that it comes from *campione*, a battle-field, on which the victors in public games were wont to be crowned with flowers of the Campion.

Closely allied to the Campion is a more interesting species of the Pink Family, the Evening Lychnis (*Lychnis vespertina*, Fig. 14 *B*). It has swollen joints, opposite, entire leaves, a tubular calyx, and petals with a claw (Fig. 14, *C*, *a*), like the Pink and Campion; but, unlike them, it is very hairy; has five curled styles, — in a dozen specimens examined, half had six styles,—while the Pink has two, and the Campion three; it is dicœcious,— in this respect, alone in its family; and has a calyx with five prominent green ribs and five very sharp teeth. The petals are two-cleft (Fig. 14, *C*, *c*) like the Campion, though not so deeply, and *crowned* (Fig. 14, *C*, *b*).

This plant is especially interesting because it has so many natural defences, in the form of stiff hairs, against predatory insects, and because its flowers close during the day and open at night, so that nothing but night-flying moths, upon which they depend for cross-fertilization, can visit them. The moths can distinguish the flowers in the night on account of their silvery-white color, and, therefore, there seems to be a peculiar fitness in the name *Lychnis vespertina* (evening lamp), though it is said to have been given because certain species of Lychnis in ancient times were dried, rolled together, and used as wicks in lamps by soldiers in camp. The plant is rather scarce, and grows about three and a half feet high in waste-grounds.

Of the Lychnis genus is the Corn Cockle, or, as it is called by country people, Wild Pink, which with its purple-red petals and general hairiness, closely resembles the mullein-pink of the gardens. It grows in wheat-fields and blossoms in July.

The flower of the Stitchwort (Fig 14, *D*) shows the plan on which the flowers of the Chickweeds are made. The Chickweeds come under the Pink Family, but have few characteristics in common with the Pinks proper. The *five petals are spreading, without claws*, and *two-cleft*; the *sepals are separate*, usually; the *flowers are very small*, compared with those of the Pink; and the plant is low and spreading. Since there are about a dozen Stitchworts and Chickweeds, taken together, in blossom now in different parts of the Union, there will be no difficulty in procuring specimens for study, and some of them may be recognized from the resemblance which their flowers bear to Fig. 14, *D*.

NOTE.—*July* 5. Purgatory Swamp in Dedham, a mile and a half from Elmwood station, on the New York and New-England railroad, is a remarkable place for wild flowers, many of which have just begun to blossom. Among those found to-day in the vicinity were common St. John's-Wort, Four-leaved Loosestrife, *Lysimachia stricta*, *Geum Virginianum*, Partridge-berry, Mountain Laurel (pink), Lambkill, Marsh Speedwell, Indian Cucumber-root, *Pyrola rotundifolia*, *Pyrola elliptica* (in bud), Wintergreen (*Chimaphila umbellata* in bud), Enchanter's Nightshade (*Circæa alpina*), Bittersweet, Low Evening Primrose, *Andromeda ligustrina*, Rattlesnake weed (*Hipracium venosum*), and Bedstraw. The first Chicory flower was seen July 1. The Chicory flowers open in the morning and close very closely at night.

FOREIGN.

JAPAN. — We have just received from Mr. Shusi Isawa, principal of the Tokio Normal School, three very interesting books relating to the school over which he has charge. They are, the *Report of the Tokio Normal School* (1878–9), *A History of the School* (1872–8), and a *Circular of the School* (1880–1). Our very limited acquaintance with the Japanese language renders these works intensely interesting studies; and from our knowledge of Mr. Isawa, when he was a member of the Bridgewater (Mass.) Normal School, we are sure that these are not idle tales. We are able to state that the monthly salaries of the graduates have increased, since 1873, from 21 to 30 *yen*; that 405 pupils have entered the school, of whom 228 are graduates. Of the graduates of the Lower Department, 4 are normal-school principals, 52 are normal-school teachers, 110 are common-school teachers, 3 are teachers in higher schools, 2 in foreign languages, 12 are educational officers, 1 an editor of an educational journal, 6 are local officers, and 18 are not employed. Of the graduates of the Higher Department, 3 are principals of high schools, 2 of normal schools, 9 are teachers in high schools and normal schools. We venture the assertion that the history of few normal schools, in any country, can show a better record than the above.

Prof. Luther Whiting Mason, so well known in America as one of our most successful authors and teachers of music, left us for Japan in 1879, to establish a Conservatory of Music for the Emperor of Japan. It will interest our readers to know that, on May 24, his pupils in the Ladies' Normal School having had their rehearsals before the high officials of the Imperial household, sang before Her Majesty the Empress. Her Majesty received Professor Mason specially, and made a short address through her interpreter, as follows: "Her Majesty desires to thank you for introducing improvements in her music." Professor Mason having been officially informed that he should be presented to Her Majesty, and that she should have something to say to him, replied thus: "I am exceedingly happy to know that my humble efforts have been so kindly recognized by Her Majesty." The following was the program observed, with the exception that the Empress spoke and Professor Mason answered before the music commenced:

Empress enters the hall.
Orchestra—Sicilian Italian Hymn.
Ladies stand, bow, and sit.
Singing and orchestra—"Long may thy reign continue;" two verses.
Young ladies—"Charming Valley;" three verses.
Young ladies,—Moral piece; one verse. (New music.)
Empress speaks; director answers.
Singing—Japanese; three pieces.
Orchestra—Moral piece.
Young ladies—"Bonnie Doon;" four verses.
Young ladies—"Auld Lang Syne;" three verses. (New music.)
Ladies stand, bow, stand, and go out.
Music, orchestra,—"Brightly Gleams" (Haydn).
Children from both normal schools march in turn, bow, and sit.
Singing by children,—"Cho-Cho;" two verses.
Singing by children—"Rosseau's Dream;" two verses.
Singing by children—"Happy Land;" four verses. (New music.)
Standing bow, face and march.
Three o'clock, Empress quits the hall.
Music—"Night Song."

Prof. LUTHER WHITING MASON, *Director.*

After the exhibition he received the congratulations of the highest dignitaries through the vice-minister of education. On the same day Professor Mason dined with the prime minister, minister of education, vice-minister of education, and several of the other heads of departments.

THE NEW-ENGLAND BUREAU OF EDUCATION

will have no vacation this summer, but its office will be open daily for the transaction of business. The undersigned will be happy to see or hear from school officers desiring teachers, and teachers desiring engagements. For schools of all grades the best talent in the profession is at our command, and now is the time to secure the best teachers.

HIRAM ORCUTT, *Manager.*

CORRESPONDENCE, NOTES, AND QUERIES.

[The Editor is not responsible for opinion in THE JOURNAL except as expressed in the editorial columns, or over his signature. He cannot promise to return rejected MSS., or correspond with the writers. Correspondents should aim at brevity; the pressure on our columns imperatively demands it.]

"WHAT CONSTITUTES A SCHOLAR?"

For the past twenty years of manhood I have been endeavoring to decide what makes a "scholar"? It would be comparatively easy for one to simply give his own views, but our personal views of what ought to be, and what is, is quite a different matter. We could imagine all sorts of high and noble qualities, and build up an ideal that, for wisdom and virtue, would be an honor to any age or country; but, after all, we might not be able to get the world to accept this ideal. Judging, though, from the present standard, as one sees it revealed in every-day life, I think if there is any one thing which designates the accepted ideal of the "scholar," — any one thing without which a man would be regarded as a "scholar," that one thing is *language*.

A man can be a "phool" of the highest order,—"not know enough to go in when it rains"; but if he only has knowledge of languages, — knows Latin and Greek, — he's a "scholar." He may not have the least idea of science and philosophy, may be quite ignorant of the practical problems of life, and totally indifferent to the advancement of his fellowmen to a higher plane of existence; he may not have one moral or humane thought for making the world better; he may be the most consummate nonentity in all that goes to make up genuine manhood; but if he only knows *language*, why, he's a "scholar." Just as some few hundred years ago a man who could fence well, dance well, and talk nonsense, was a "gentleman."

With the new era, I hope that higher and nobler qualities will be typical of the "scholar," else that the "scholars" will "take back seats"; that the world will have more veneration for good sense and for those qualities which elevate man, and that it will demand more than a knowledge of languages in order for a man to acquire the complement of being a "scholar." I. P. N.

"OPPORTUNITIES."

One of the most interesting and truthful articles that I have ever read in THE JOURNAL, is that in the number of July 7, entitled "Our Lack of Collegiate Scholarship," by "A Yale Graduate, '76." A careful reading of the article may aid many in forming a correct judgment respecting the comparative merits of different institutions of learning. The writer says, in one paragraph:

"Now I claim that Yale and Harvard furnish the best opportunities for instruction of any or all institutions in this country, and yet the really good scholars in a class are confined to the upper quarter."

If the word "opportunities" is limited to the eminence and learning of the professors, and to the ample endowments and liberal provision for libraries and other appliances for study and acquirement in the various departments, the claim respecting these institutions may be true. But the writer seems to think that the advantages to be derived from these opportunities are largely counteracted by the tendency to hurry through the authors that are studied, without giving due time for thorough comprehension of their scope, or for minute and critical study of their language. A little further on, speaking of the unscholarly habits which students form, especially in their classical studies, he attributes the delinquency to what he regards as an extremely injudicious practice which the professors have, of assigning much longer lessons than can be adequately prepared for recitation in the time given:

"I know very well of professors who have purposely given out longer lessons on discovering, in the recitation, that translations were being used, in order to make the guilty ones work harder. But is this exactly fair toward the more honorable students? With my class there was so much complaint about the length of Greek recitations that, in a class that finally proved to be one of unusually high standing, many felt compelled, against their natural inclination, to pony, in order to gain time at all for work on grammatical constructions and historical allusions."

This was at Yale, where the "opportunities" are thought to be so far superior. But might not a student, when reprimanded for his defective preparation at recitation, retort that, considering the length of the lesson assigned, he had had no "opportunity" for a better preparation? And if this practice of assigning lessons of an inordinate length prevails there to any extent, might it not be said that the "opportunities" for thorough study there are inferior to those that are enjoyed at institutions where more moderate views are taken by the professors of the amount of work that can justly be expected to be done by the student?

The writer of the article in THE JOURNAL has a very high appreciation of thorough attainments in classical studies, and his suggestions about the importance of a thorough mastery of the grammatical and idiomatic constructions of the Latin and Greek language, before attempting to read much in the higher authors, are eminently sound, and so are his views respecting the propriety of reading slowly and thoroughly comprehending all that is said by the author.

The little pamphlet by Prof. John Williams White, of Harvard College, on *Greek and Latin at Sight*, had one paragraph of peculiar importance, which I may well refer to here. It was the description of Wyttenbach's early experiences in his studies in Latin and Greek, his dissatisfaction with his professors, and his resolution to adopt a more thorough course in reviewing than they would have exacted, and the satisfactory results of a persistent system of reviews in *Xenophon* before taking *Homer*.

Boston, July 8, 1881. R. L. P.

GREEK DIALECTS.

(Many dates only approximate.)

I. EARLIER GREEK:

(*a*) IONIC: Ionia, and adjacent islands; everywhere in Epic Poetry. The softest dialect.

(1) *Old, Epic*, or *Homeric;* Epic Poetry; HOMER and HESIOD, 900 B. C. (Ahab, Naboth.)

(2) *Middle;* Elegiac Poetry; CALLINUS and MIMNERMUS, 680–590 B. C. (Manasseh,—first destruction of Jerusalem.)

(3) *New;* Prose; HERODOTUS, 445 B. C. (Nehemiah rebuilds Jerusalem); HIPPOCRATES, 431 B. C. (Malachi.)

(*b*) ÆOLIC: Northern Greece; northern islands of the Ægian and Æolia; Lyric Poetry; shows the most numerous traces of ancient Greek; Latin coincides most with this dialect.

(1) *Lesbian;* ALCAEUS, SAPPHO, 612 B. C. (Habakkuk.)

(2) *Boeotian;* CORINNA, 490 B. C. (Esther's youth.) (Some place Pindar here, but he more properly belongs to the Doric.)

(3) *Thessalian.*

(*c*) ATTIC: Attica; at last universal; prevailed in the most flourishing period of Greek literature; the most refined dialect, and most free from the extremes of softness and harshness.

(1) *Old;* ÆSCHYLUS, SOPHOCLES, EURIPIDES, 450 B. C. (Haman); ARISTOPHANES, THUCYDIDES, 430–420 B. C. (Malachi.)

(2) *Middle;* XENOPHON, PLATO, 410–390 B. C. (Close of O. S. History.)

New; ÆSCHINES, DEMOSTHENES, ARISTOTLE, and the LATER COMEDIANS, 390–320 B. C. (Damon and Pythias to the beginning of the Samnite War.)

(*d*) DORIC: The Peloponnesus, a few places in Hellos, and in Sicily and southern Italy; scanty remains; in Greece employed in Lyric Poetry; in Italy and Sicily in various departments. EPICHORMUS, PINDAR, 500 B. C. (Esther); ARCHYTUS, 400 B. C. (Malachi); THEOCRITUS, 270 B. C. (first Punic War); ARCHIMEDES, 250 B. C. (Naval Battle of Drepanum). According as this dialect departs more or less from the Attic, it may be characterized as,—

(1) *Stricter Doric;* Laconic, Torentine, Cretan, Cyrenian, and other varieties.

Milder Doric; Corinthian, Syracusan, Megarian, Delphian, Rhodian, and other varieties.

II. LATER GREEK:

(*a*) COMMON DIALECT: This resulted from the corruption of the universal Attic, by the introduction of Macedonic peculiarities, after the conquest of Greece by Alexander, 336 B. C.

(1) *Hellenistic*, or *Ecclesiastical Greek*, was a variety of the Common Dialect, tinged strongly with Hebrew. It was employed in the SEPTUAGINT, 283 B. C.; also by the N. S. WRITERS, and many CHRISTIAN FATHERS of the early centuries.

(*b*) MODERN GREEK, or ROMAIC: 1453 A. D. (fall of Constantinople) to the present time. THOMAS S. STEIN.

Hagerstown, Md., 1881.

QUERIES AND ANSWERS.

No. 164. Please give the address of some good French magazine, if there be such a thing published in the United States.

Ans.—*La Française*, edited and published by Jules Levy, Cambridge, Mass.

No. 165. What is the best cyclopædia of information for the teacher; and what is the price thereof? C. R.

Ans.—Kiddle & Schem's *Cyclopædia of Education*, price $5.00; published by E. Steiger, New York city.

No. 158. (1) No; it can be *properly* parsed only as a compound *pronoun*, equivalent to relative *which*, and some antecedent like demonstrative *that*, or noun *things*. (2) No; as preposition *to* or *unto* is always expressed or understood. (No 160, same kind.) C. R. B.

No. 144. Will "Miss M." give the number of cattle, hogs, and sheep, respectively, that the drover can pen up in *one* pen of each kind? C. R. B.

No. 163. Your answer to "Why not two *r*'s in the last part of *transferable?*" is not satisfactory. The accent does not change, as in *tránsference*. A. W. STUART.

CORRECTION.—In the poem "Thoughts of Life," by E. Saidee Hughes (JOURNAL, June 23, page 419), last line in of second verse, should read

"If we *must* with the bitter *tear*,"

—not "sneer" as the line now reads.

A SONG OF THE FOUR SEASONS.

When Spring comes laughing, by vale and hill,
By wind-flower walking and daffodil,—
Sing stars of morning, sing morning skies,
Sing blue of speedwell, and my Love's eyes.

When comes the Summer, full-leaved and strong,
And gay birds gossip, the orchard long,—
Sing hid, sweet honey, that no bee sips;
Sing red, red roses, and my Love's lips.

When Autumn scatters the leaves again,
And piled sheaves bury the broad-wheeled wain,—
Sing flutes of harvest, where men rejoice;
Sing rounds of reapers, and my Love's voice.

But when comes Winter, with hail and storm,
And red fire roaring, and ingle warm,—
Sing first sad going of friends that part;
Then sing glad meeting, and my Love's heart.

— *Austin Dobson.*

LITERARY ECLIPSES.

[This department of THE JOURNAL is under the charge of W. H. EASTMAN, *Auburn, Me.*, to whom all communications relating thereto should be addressed. Solutions to the following, also good original puzzles for publication, are solicited. *Answers in two weeks.*]

RIDDLE.

We are but a little band,
You can count us on your hand;
Though so small you can see one
In the brilliant, dazzling sun.

Another in the glistening dew,
While others in the rain we view;
You may see one in the snow
As it falls to the earth below.

But why particularize? for see!
Some are found in you and me.
'Tis true, alas! but few are we,
But hold great power unquestionably.

N. L. VAN DEUSEN.

ENIGMA: 15 LETTERS.

My 7, 1, 14, 9, is worshipped by many.
My 9, 8, 13, 9, is what several pupils desire after hearing the morning-bell.
My 3, 5, 11, is a kind of bird.
My 10, 1, 15, 13, 7, 5, 9, was a wise king.
My 7, 2, 3, 6, 2, 3, is what we are apt to do, but ought not.
My 3, 2, 3, is a curse to mankind.
My 10, 2, 7, 6, 1, 9, 10, has cost a great amount of money.
My 7, 14, 3, 6, 1, 9, is a religious sect.
My 3, 2, 10, 12, some always perform their labor with.
My 10, 2, 11, 4, 14, 3, we all require at some time.
My 10, 2, 4, 12, is an adjective.
My 12, 1, 9, 5, 3, is due our parents and the aged.
My 3, 2, 9, is what we should do from temptation.
My 6, 2, 11, 12, may be used as four different parts of speech.
My 4, 13, 8, 15, is desirable to be in warm weather.
My 7, 1, 15, 5, 4, 12, was a deity of the Ammonites.
My 10, 8, 13, 9, is when you may solve this enigma.
My whole is one of our noblest institutions.

E. L. HASKINS.

RHOMBOID.

Across.

1. A farming implement.
2. Spoken.
3. The edge.
4. To lay up.

Down.

1. In happiness.
2. An exclamation.
3. A sphere.
4. Battles.
5. Fortune.
6. Sorrow.
7. In weariness.

LITTLE MAY.

ANSWERS TO PUZZLES OF JULY 7.

RIDDLE.—Nails.

ENIGMA.—"True science and true religion are twin sisters, and the separation of either from the other will prove the death of both."

VARIETIES.

— "Prisoner, have you ever been convicted?" "No, your Honor; I have always employed first-class lawyers."

— "Ah, parson, I wish I could carry my gold with me," said a dying man to his pastor. "It might melt," was the consoling answer.

— After the choir in one of the churches in Ithaca, N. Y., had performed a rather heavy selection, the minister opened the Bible and began reading in Acts xx.: "And after the uproar had ceased."

— "The Associated Press is a great boon, is it not?" asked he. "It is indeed," she replied, in tones soft and tender. "George and I had one all last winter, but papa come in one night before George could take his arm away, and acted dreadfully."

— A pale-looking man went to an Austin doctor for advice. The doctor examined all the man's symptoms, and then asked him if he slept sound of nights. "No, I never sleep a wink of nights. I never shut an eye before daylight." "Ah," said the doctor, "that comes from nervousness, caused from using too much tobacco." "No, it's not that. I don't sleep at nights because I am a night watchman, and don't get out of bed until late in the afternoon.

— Patrick responded to an advertisement of "An American wanted as coachman." "Are you an American?" asked the gentleman. "O, I am surr," answered Patrick. "Where were you born?" "In Oireland, surr; County Cork." "County Cork, eh?" mused the gentleman. "How is it that you are an American when you were born in Ireland?" "Faix, surr," said Patrick, "I'm bothered about that same mesilf, surr."

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THE *usual annual vacation of* THE JOURNAL *will be taken during the coming* TWO WEEKS; *hence there will be no paper issued from our office until August* 11. Teachers, and those employed in other avocations, need rest and recreation; so do compositors, clerks, business agents, and even the editors, who will welcome the fortnight for rest and change. The *business office* of THE JOURNAL will be open for business and correspondence as usual. This department has no vacations.

THE coëducation of the sexes in university and college has received a powerful indorsement from President Barnard, of Columbia College, New York. This institution, one of the oldest, most richly endowed, and conservative of American colleges, has, of late, renewed its youth in a surprising manner, and, under its present leadership, may place itself at the head of eastern colleges in the inauguration of beneficent reforms in college training. Dr. Barnard is not insensible to the great merits of female colleges, like Vassar, Smith, and Wellesley; but he insists, with a strong show of reason, that none of these new establishments can compete with the older colleges in advantages for training, eminence of teachers, and the numerous opportunities that cluster around the few great universities of the land. He suggests a variety of methods by which the young women of a city, like New York or Boston, might avail themselves of such advantages, and intimates that Columbia may be added to the list of colleges that receive women students. It seems a little singular that, while our eastern American collegiate establishments, — most of them, in comparison with Oxford and Cambridge, the creatures of a day, — should be such obstinate sticklers for the most conservative notions of female education, these venerable foundations are enlarging their borders to afford facilities to the young women of Great Britain. Less than twenty years ago, an American visitor at Oxford, inquired of a venerable professor if the ladies of the college families showed their advantages of instruction, and received the reply, "O, they read the novels that come to the Bodlian Library." Now Oxford and Cambridge, and other world-famous universities invite, through the "Annex," the rivalry of feminine with masculine scholarship. It is curious to see how swiftly the theoretical objections to coëducation disappear before the actual facts. Several of the most brilliant lady professors in our girls' colleges received their own education in connection with young men. Ex-Superintendent Wickersham, of Pennsylvania, declares that within the past twenty years not less than thirty thousand students, chiefly between sixteen and twenty-five years of age, have attended the State normal schools of Pennsylvania, "and yet there has never occurred a single case of scandal at any one of the schools, nor has anything ever occurred that might not be related before a public audience of the most refined people."

In view of such results, we would suggest the propriety of a more guarded habit of conversation concerning this subject than a good many of our venerable and famous educational magnates have accustomed themselves to in the past. Vulgar caricatures of coëducation, on commencement days, by stalwart youngsters out West, and silly newspaper stories about the pranks of coëducated maidens retailed in public addresses and on college platforms, are not the most dignified methods of vindicating the superiority of "Christian" colleges over State universities. It is worthy of remark that all the higher institutions for colored youth in the South, supported by northern missions, are coëducational. Here, if anywhere, evil results might be apprehended; but probably in no position, scholastic or private, are the social relations of colored youth, on the whole, so entirely satisfactory and Christian as here. The two leading normal schools for whites in the Southwest admit men and women. The new State university in Texas will follow the lead of the State universities of the Northwest. And it may be that the difficult problem of university education for women in the South will be solved by admitting the girls to the universities supported by public funds. Of course there are thousands of girls who, for a hundred reasons, should be kept away from coëducational, as from public and other kinds of valuable schools. But coëducation, as one successful method of the higher training of youth, is as well established as anything in modern school-keeping.

THE CONCORD SCHOOL OF PHILOSOPHY.

The third session of the Concord School of Philosophy opened in the Hillside Chapel, on Monday, July 11, and for the past week less than a hundred listeners have gathered about the feet of Dr. Harris and his group of lecturers, listening to discourses that usually tax the wisdom of University professors to comprehend, much less to criticise. We hear that, so far, not many of the past years' visitors from abroad have appeared. Their places have been taken by new hearers, the majority of them ladies, apparently teachers or friends of the lecturers, from the West. A larger attendance is predicted later in the season, especially to hear the essays on Kant, announced by some of the foremost philosophical orators of the country. We suppose the most enthusiastic of the originators of this school have never anticipated a crowd of listeners. The days have passed when students flocked by the thousand to listen to philosophical disputations by university doctors. The people best qualified to hear and estimate the value of these profound lecturers are largely college professors and hard-worked professional men and women, who cannot be won from their few weeks of summer rest to crowd a hot lecture-room and wrestle with the problems of the universe. But the Boston press is giving what we take to be a fair abstract, at least, of the directions of thought pursued by the speakers; and, on the whole, the Concord School of Philosophy will get a wider and more thoughtful hearing than any of the summer universities.

The great interest in this modest conference of a few studious men and women, point to a deep sympathy with their subject of discussion. It has been quite too hastily inferred that the spread of popular education would dampen the zeal for abstruse studies in mental and moral science. On the contrary, thousands of young people are every year carried in the higher free, normal, and academical schools to just the point of intense curiosity and interest to pursue further these fascinating investigations into which they have been initiated in a brief term of senior year. On the other hand, the wholesale assaults upon the most sacred beliefs and deeply-seated convictions of the higher religious philosophy by a growing class of naturalists and materialistic speculators, has roused the more thoughtful of the clergy and religious laity to a demand for a new and thorough discussion of such topics. Nowhere has this assault been more persistent or more unsettling in its influence than among the the cultivated young people of Eastern New England. It is interesting to see that the two most effective leaders in the revival of interest in spiritual philosophy during the past few years have not come from the old universities of the East, but, in the case of Joseph Cook, from New York, and Wm. T. Harris, from Missouri.

Dr. Harris is the soul of the Concord School. Without his courses of philosophical lectures, the remainder of these essays, though some of them are of marked ability, would not attract even the moderate audience that gathers in the summer heat at the call of Mr. Alcott. We are not yet reconciled to the loss of Dr. Harris from the public-school work of the Valley of the Mississippi; but if he must leave this inviting field of labor, where he has won such brilliant laurels, it is a great satisfaction that he has come to New England, and at the headquarters of philosophic and scientific speculation raised once more the banner of the spiritual and Christian philosophy. So far his challenge meets no response, and his remarkable discourses seem destined to awaken a new and profound interest in studies too much neglected within the past generation. It will not be surprising if the students of the next decade witness a revival of that philosophic enthusiasm which followed the early lectures of Emerson; the outbreak of the transcendental philosophy; and the appearance of the remarkable body of young clergy, of which Thomas Starr King was the most illustrious personage, a generation ago. We shall watch the progress of this movement with deep interest, and endeavor to give to the readers of THE JOURNAL some reliable account of its doings at the present session.

THE APPRENTICESHIP OF THE TEACHER.

The New-England press, in its usual leisurely way of treating educational matters, seems just waking up to the fact that the normal schools of the country are working out the American system of apprenticeship for teachers. The methods adopted by the Worcester (Mass.) State Normal School, of giving each pupil a period of observation and practice in a public school, is spoken of in these journals, as the excellent primary school-keeping of Col. Parker at Quincy has been, as a new departure, with no antecedents this side of Germany. Of course, neither the Worcester nor the Quincy schoolmen are responsible for this display of editorial enterprise.

The fact of the case is, that under the management of Dr. Russell, the accomplished master of the Worcester school, assisted by a very superior teacher of methods, in cheerful coöperation with superintendent, teachers, and school committee,—the city of Worcester having, some years ago, enjoyed the benefit of an admirable training-school under the direction of Miss Delia Lathrop, one of the normal queens of our new era of primary school-keeping,—an effective system of practice has been engrafted in this, the latest of the Massachusetts State normal schools.

The idea of the apprenticeship of the teacher appeared more than forty years ago, in Massachusetts, with the establishment of the first normal school in the United States. This school, which has always been one of the most effective in the country, is now located at Framingham, Mass., under the principalship of Miss Ellen Hyde. Its model school for the practice of its pupil-teachers gathered from the town of Framingham, at the institution, represents all grades of primary in-

struction, and is not surpassed anywhere. For various reasons, none of them, as it seems to us, are founded on correct educational principles; there has always been a determined opposition among a class of New-England teachers, including many of its university men, against the practice-department of the State normal schools. It has been urged that through academical and collegiate training, with formal instruction in methods of teaching and such practice as the normal pupils could obtain by taking the platform in their own recitation-rooms, was the best preparation for school-work. Several of our New-England State schools, we believe, have still no arrangements for practice; a defect which exposes them to criticism from the highest authorities at home and abroad; and which accounts somewhat for the too frequent failure of our normal graduates in their early experience as teachers.

Several of these schools have adopted the practice-system now in operation at Worcester. A large public school, or several of them, is selected, and the pupil-teachers given the opportunity for observation and practice in various rooms. This method has the advantages of placing the apprentice in a real school, and obtaining a broader field of observation than the model-school system. But it is exposed to serious drawbacks. Unless the master or mistress of the public school selected, with all their subordinate teachers, and the school committee are in perfect sympathy with the normal school, there is little opportunity for the pupil-teacher to do more than play wall-flower in an unsympathetic atmosphere. If the schools selected are taught by incompetent methods, there is no advantage to the pupil-teacher, but rather a painful conflict of obstinate notions precipitated upon an untrained mind. The attempts of several of our State schools to utilize the public school-houses in this way, have not been encouraging. We are therefore glad to hear that in Worcester and Boston, especially, there has been gratifying improvement in this method. If hearty coöperation can be secured all round, this style of apprenticeship has obvious advantages. The teachers of the country would be glad to know that an authorized statement from Dr. Russell can be obtained, with a detailed account of the Worcester experience.

The most important advance in the training of primary teachers in our country is what is commonly known as the Oswego training-school. The New-York schoolmen, at an early period, grasped the idea of adapting the elaborate and too cumberous educational systems of Europe to the practical needs of our new American school-keeping. The result has been the present system of improved instruction, by natural methods, including primary instruction in nature-knowledge, which now prevails in superior schools everywhere, and is especially illustrated in the cities of New York, the Western and Pacific States. In connection with these improved methods came up the city training-school; undoubtedly the most effective system of apprenticeship for primary teachers, so far adopted, in our country. This system has the advantages of securing the best academical training in advance, as it only admits graduates of the highest school in the community, or scholars with equivalent preparation. Upon these pupils the best attainable instruction in methods, including an expert principal and the whole corps of local special teachers, reinforced by lectures and libraries, is concentrated for one, sometimes for two years.

This training-school is placed in the same building with a large graded school, and several rooms, representing different grades of children, selected for constant observation and practice by the pupil-teachers. These rooms are under the responsible charge of critic-teachers, selected as experts, who direct the instruction, and watch over the interest of the children and their normal mistresses, every day bringing the result of the work before the assembled authorities for revision and criticism. In this way, unity of action and purpose can alone be secured to a normal school, since the master or mistress is responsible for every department. Of course this training-school can be made a sham, and flood a city with superficial and conceited graduates, whose only outfit is a mechanical knowledge of certain methods of approaching a child.

It is not always easy to sift such a crowd in the face of the average school board, representing the average parent impatient for the wages of a daughter's position. These schools, also, seldom admit young men, and rarely attempt more than instruction in primary methods. But no unprejudiced observer can deny that, with all their shortcomings, they have revolutionized the school-keeping of the leading cities west of New England, by educating a multitude of teachers competent to handle improved methods of primary instruction. These cities have become great centers of public-school life, and are slowly reconstructing the village and country district schools. No other agency now on the ground could have done this work so speedily and effectively as the American city training-school. Within the past fifteen years it has been naturalized in many of the cities of New England with excellent effect. It admits of a good deal of originality and variety in its adaptation to local wants; indeed, can be used with effect in any country township where there is one central superior school. The city of New York combines both these systems of apprenticeship in its normal college, giving thorough practice in large graded schools; then testing its graduates by apprenticeship under the eye of the supervisor of primary instruction. Somewhat similar is the practice in the city of Boston.

The central point of interest in all American school-keeping is now the training of the teacher. In this training, a thorough apprenticeship is of the first importance, and every advance in this difficult enterprise should be welcomed by teachers and people. We are, therefore, glad to call attention to the Worcester experiment. In some of its features it differs from any of the former methods of apprenticeship. The beautiful thing about our new school-keeping, is that every teacher of original power and genius will develop some attractive method, for he who walks along the divine highway of nature will never fail to discover new flowers by the wayside, and be exalted by new glimpses of glory from above.

DRIFT.

— Mayor Courtenay, of Charleston, S. C., has recently sent in a message to his city government concerning education, which ought to attract attention everywhere. He shows that the city now educates 4,140 children, white and colored, in free schools, at an annual expense of $62,000. This involves a taxation of three and a half mills per cent. on the city valuation of $21,000,000, a rate one-third higher than Boston. Yet half the children of the city are unprovided for, and, outside of parochial and private schools, there are probably two thousand in need of education. The same may be said of Atlanta, Ga., whose excellent system of public instruction still leaves, probably, over a thousand children and youth unprovided for. All these cities of the South are heavily taxed; some of them broken down with debt; and, as Mayor Courtenay forcibly urges, are unable to face the imperative duty of abolishing the ignorance that is their most dangerous foe. The first duty of Congress should be to pass the bill, so long debated, for the relief of illiteracy, especially in the South. The thing now needed, for a few years, is the annual appropriation of the entire proceeds of the public lands to meet a pressing want, and this, under proper safeguards, cannot be given too soon. After our Conscript Fathers have relieved themselves of a few more sectional thunderbolts, and all the ruffled peacocks "humiliated" by loss of patronage have strutted out of the Senate chamber with shrill publication of their woes and spreading of tail-feathers on their homeward procession, perhaps they may come down to the children and do something useful in the new crusade against ignorance in the dark places of the land.

— We have frequent occasion to warn overworked teachers to keep away from the allurements of the numerous vacation-schools that hold out almost irresistible temptations to spend the hot season in intense study. To the crowd who frequent such places for recreation spiced with science, and the brigade of male and female pedagogic invincibles, we offer no advice. But there is a large class, especially of our finest woman-teachers, whose religious vacation-duty is rest and recreation to the full extent of their opportunity and their purse. It is far more important to themselves and the children that they should come back to their autumn work with renewed physical womanhood, than that their stock of knowledge should be increased. The best vacation-study for such a teacher is reflection on past work, and an occasional bright hour given to unravel the providential lesson of a last-year's siege with a provoking school-girl; a controversy with a testy trustee, or a tussle with an unaccountable boy. Most of us, in the swift whirl of professional life, see, hear, and read enough for wisdom, if we will only give our jaded souls repose enough for meditation and application in the building-up of character and life.

— Among the visitors at St. Albans, worth meeting, was Miss Ruth Burritt, well known as one of the few really successful managers of the kindergartens in this country. Miss Burritt, unlike so many who have rushed upon this most difficult of all systems of child-culture with little preparation save enthusiasm and a three months' course at a kindergarten normal, has taken up this beautiful work after years of successful teaching, as the crown of a busy life. Her success has been such as might be expected under the circumstances. Her schools are spoken of as models, and her students go forth to commend the new education to thoughtful people. Among these, one of the best known is Miss Leila Partridge, of Philadelphia, a graduate of the Framingham (Mass.) Normal School, under Miss Johnson, afterwards a brilliant teacher in the Philadelphia normal; and, at present, engaged in very satisfactory institute work in the Middle States.

— The man who writes the name "female college" on a school for girls in pantalets, or calls a low-grade academy for negroes a "normal school," or scores "university" over a pile of brick barracks full of grammar-school scholars, simply confounds knowledge, deludes ignorant people, and tells a "whopper" in the face of God and man. It is time that all our churches, missionary societies, and teachers of private schools, purged themselves of the falsehood involved in such pretentious trifling with higher education. The people and the children will never come down to "hard pan" in schooling till American educational names correspond to things. Call a spade a spade; and wait for your school to become normal, collegiate, or a university, before you nail up your sign that publishes a new fact to the world.

OBITUARY.

JOHN A. APPLETON, of the firm of D. Appleton & Co., died on Wednesday, July 13, at his home in Clifton, Staten Island, N. Y., aged 64. He was the son of the founder of the publishing house of D. Appleton & Co. Mr. Appleton was a native of Boston. His father removed to New York in 1825, and began in a quiet way the book trade, which afterward became so immense. Mr. John A. Appleton's business career began with a clerkship in his father's store. Mr. D. Appleton retired from business in 1848, and the subject of this sketch then became a member of the firm; his brothers, William H. and Daniel S., being already members of it. George S. and Frank, two other brothers, were also received into the firm. Mr. John A. Appleton was prominently known from his connection with the publishing-house. In the firm he was more directly connected with the direction of business than with literary work.

Mr. Appleton was noted for broad culture, genial open-heartedness, a large and judicious charity, and thorough integrity and ability in business. Of late he has lived almost in congenial retirement, for he was a man of refined tastes and pursuits. He gave much time to his business, and after that church matters occupied his attention. He was highly esteemed by all who knew him, and will be mourned by a large circle of friends, not only in the book trade, but among the general public. He leaves a widow, the daughter of a former surgeon-general of Massachusetts, one daughter, and four sons.

ARTHUR PENRYHN STANLEY. — A telegram from London announces the death of Arthur Penryhn Stanley, Dean of Westminster. He was born in Aderley, Cheshire, Eng., Dec. 13, 1815. He was a favorite pupil of Dr. Thos. Arnold at Rugby School, 1829–34, whose life and letters he subsequently prepared for publication. In 1838 he graduated at University College, Oxford, where he subsequently resided for twelve years as tutor. In 1851 he was appointed canon of Canterbury, and he was Regius professor of Ecclesiastical History at Oxford from 1856 to 1864, when he was made dean of Westminster. He has been recognized as a leader of the "Broad Church" party, and one of the most prolific writers of the century of religious history and on theological subjects. The books he has written would form quite a library on these topics. He has been a voluminous contributor to reviews and periodicals; furnished a valuable series of biblical biographies to Dr. William Smith's *Dictionary of the Bible;* and has published many notable sermons, of which that delivered at the funeral of Sir Charles Lyell, in Westminster, Feb. 27, 1875, was remarkable for his hearty recognition of the labors of the great geologist. He was a member of the committee for the revision of the Bible. In 1874 Dean Stanley was elected Lord Rector of the University of St. Andrews. About two years ago the dean paid a visit to America, and was received with distinguished honors by religious and civil organizations in the United States and Canadas. Few men will be more deeply regretted or more widely missed than Dean Stanley. He will be buried beside his wife in Westminster Abbey.

NEW PUBLICATIONS.

MANUAL OF COMMERCIAL CORRESPONDENCE IN FRENCH. By Prof. H. M. Monsanto. New York: D. Appleton & Co.

Prof. Monsanto, who is already favorably known in connection with his French and Spanish grammars, has in this little volume given to the public a manual that is likely to be extensively and profitably used. At the present time, when commercial relations are becoming so extended not only with France but with many other countries with which the French language is a ready means of intercourse, the models of correspondence here presented will be of the greatest assistance to the inexperienced; since there are to be found herein letters on almost every subject that may be comprised in the experience of a business-man. The text of the work is entirely in French, with occasional notes explanatory of expressions that may be supposed to offer some difficulty; but in the table of contents there is an English version by the side of the French, so that it is quite easy to refer at once to the subject for which a model may be desired. The work is thoroughly well done by the editor; while the publishers deserve likewise great commendation for the clear type and the agreeable form in which they have produced the volume, which is, we believe, the first of a series.

A SHORT HISTORY OF THE ENGLISH COLONIES IN AMERICA. By Henry Cabot Lodge. New York: Harper & Brothers.

Every reader and student of American history must have felt how inadequately the previous historical works presented the records of the people who fought the war for Independence and actually founded the United States. The germs of the nation ante-dated the meeting of the Stamp Act Congress, at New York, in 1765, and a knowledge of the life, habits, manners, and thoughts of these early colonists is essential to anything like a complete estimate of the influences that have made the Republic what it now is. Wisely, as we think, Mr. Lodge has taken up each colony by itself and given its complete history down to the year 1765, and made such references in foot-notes to authorities as will enable the reader to verify his conclusions. Thoroughness and candor are shown in the treatment of all questions open to dispute and controversy. The statistical details he gives are essential to a full understanding of the condition and growth of the colonies.

The concluding chapters give the condition of New England in 1765; the preparations for the Revolution from 1765 to 1776; the war for Independence from 1776 to 1782, and the Peace of 1782. Appended are full chronological tables, and a very full and convenient index. The volume contains five hundred and sixty octavo pages printed on excellent tinted paper, and substantially bound in half-morocco. Students of the early history of the United States will find this a very valuable addition to their sources of accurate information. No historical library is complete without Mr. Lodge's work.

THE PRIMARY SCHOOL SPEAKER. By Prof. J. H. Gilmore, author of the *Chautauqua Text-Book of English Literature, The English Language and its early Literature.* Boston: Henry A. Young & Co. Price, 50 cents.

This little Speaker contains a large number of fresh and wisely chosen selections, suitable for recitation and declamation by pupils in the elementary schools. The great number of poetical selections adapted for young children is a marked and very desirable feature of Prof. Gilmore's work. It is not difficult to find choice pieces for recitation and declamation for pupils in the upper grades of our schools, but to find such as are suited to the primary-school children is often a difficult task. This volume contains selections "speakable" for children between the ages of five and ten years. They are varied in style, and will not offend the taste of those who guard well the moral and aesthetic character of pieces selected to be memorized by the young. Messrs. Young & Co. have issued the book in neat style, uniform with their *Children's Hour* and *Exhibition Days*, by Mrs. M. B. C. Slade.

THE CORRESPONDENCE OF PRINCE TALLEYRAND AND KING LOUIS XVIII., DURING THE CONGRESS OF VIENNA (hitherto unpublished), from the manuscripts preserved in the archives of the Ministry of Foreign Affairs at Paris, with a preface, observations, and notes by M. G. Pallain. Authorized American Edition, with a portrait, and descriptive index. New York: Charles Scribner's Sons. Price, $1.00

The world has waited long and patiently for the publication of the Memoirs left by Prince Talleyrand, who died in 1838, and the probability is that they will soon appear. In the mean time, by the aid of documents deposited in the archives of the Ministry of Foreign Affairs at Paris, now presented for the first time in print in this volume, we are enabled to examine his relations with many rulers of kingdoms and chief ministers of State. Prince Talleyrand was earnest in his work as a negotiator, and these manuscripts comprise one hundred documents, sixty of them written by him to King Louis XVIII. during the celebrated Congress of Vienna. He favored the Austro-English alliance in 1814, upon the principle of historic right, which he claimed would save France from the application of force by the allied powers. These interesting diplomatic letters begin with September, 1814, at Vienna, and cover the period to March, 1815. Everything connected with the overthrow of Napoleon I. and the restoration of peace to Europe, after the long and bloody struggles, is of intense interest to readers of history, and this admirably printed volume will reveal the aims and purposes of this great politician, who diplomatized with all the leading ministers of public affairs during this eventful period of European history. The appendix contains many valuable extracts of letters and notes explaining the subject matter involved in the correspondence. A very complete and useful biographical and geographical index concludes this valuable volume.

THE PAST IN THE PRESENT. *What is Civilization?* By Arthur Mitchell, M.D., LL D. New York: Harper & Brothers.

This volume consists of ten lectures, known as the Rhind Lectures on Archæology, delivered in 1876 and 1878 by Dr. Mitchell. The work is divided into two parts. The first part contains six lectures, which are devoted to showing how often the past is seen in the present, or, in other words, how many "neo-archaic" objects and customs exist among us to-day. In the second part the author, in four lectures, considers the question "What is Civilization?" Lecture I. is devoted to "The Spindle and the Whorl," as found at Fetlar, one of the Shetland group of islands, and in Scotland. The second lecture treats of Craggans, Querns, Norse Mills, Knockin Stanes, Tainted Milk and Fish and Burstin. No. III. treats of the Black Houses, and the Beehive Houses of the Hebrides. No. IV., of Cave Life, Cairns, Rivlins, the Scythe, the one-stilted plough, the Caschrom, Wheelless carts, Buttons, Stone Coffins, the Cruise and Tinder-box, Brooches and the Bismar. No. V. shows the value and nature of classification of antiquities into those of the stone, bronze, and iron ages; and No. VI. treats of the customs and habits of the ancients, with special reference to the superstitions, which are relics of old pagan beliefs. In the first part of this erudite work are found 150 illustrations of objects and inplements found in the researches of the author for antiquities, that have more or less to do with modern times.

In part second Dr. Mitchell grapples with a great question: What is Civilization? He discusses the law of natural selection, and its effect upon men. Can the brutes be civilized? Can man in isolation be civilized? What is the unit of civilized association, and by what steps are civilized associations reached? In the third lecture of Part II., he inquires whether civilization can be lost, and whether the savage is in a state of degradation; Do men in a state of high civilization show any desire to return to ruder and simpler life? and in the closing lecture he shows how the great civilized nations are formed, and in what ways civilization may become suicidal; and also inquires whether civilizations are of different patterns, and what hope we have of a higher pattern than any yet reached. An appendix of about seventy-five pages of valuable notes makes this work of great importance and value to those interested in the great problems the author proposes for solution.

THE COUNT'S SECRET. From the French of Emile Gaboriau. Boston: Estes & Lauriat. Paper, 50 cents. Cloth, $1.25.

This is an intensely Frenchy story, full of graphic, dramatic, and melo-dramatic writing,—dangerous for the young, and so highly seasoned with crime and mystery that even the hardened novel-reader will be likely to dream dreams of horror after reading it.

ENGLISH CLASSICS. For Classes in English Literature, Supplementary Reading, Grammar, &c. Edited by Eminent English Scholars. Each volume contains a Sketch of the Author's Life, Prefatory and Explanatory Notes, &c., &c.

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6. *The Deserted Village.* Goldsmith.
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12. *Essay on Bunyan's Pilgrim's Progress.* Macaulay.
13. *The Armada, and Other Poems.* Macaulay.
14. *The Merchant of Venice.* (Selections from Acts I., III., IV.) Shakespeare.
15. *The Traveller.* Goldsmith.
16. *The Queen's Wake.* Hogg.
17. *The Ancient Mariner.* Coleridge.

The above are bound with paper covers, and are sold at the following low price, at which they will be sent to any address in the United States, post-paid: 12 copies for $1.20; 100 copies for $9.00; 1000 copies for $80 00. A single copy sent by mail for examination, with a view to its introduction, on receipt of 10 cents. New York: Clark & Maynard.

These volumes are adapted for schools in which English Literature forms a branch of study, or where a carefully selected portion of some English Classic is desired for minute examination. The notes are unusually full and exhaustive, occupying in nearly every case fully half the book. Etymology is attended to throughout, the derivation of all the more difficult words being given.

No books have ever been published better adapted to the wants of students of the English Classic authors. They are convenient in form and size, well printed, and furnished at a price which places them within the reach of all.

WORKING DRAWINGS, AND HOW TO MAKE AND USE THEM. By Lewis M. Haupt, Prof. of Civil Engineering, University of Pennsylvania. Philadelphia: Jas. M. Stoddard & Co.

In this treatise the author confines himself, in the consideration of the subject, to straight lines and planes, and it is specially designed for industrial, technical, normal, and the higher grade grammar schools, academies and night schools, and artisans desiring a knowledge of the principles of pattern and template making. It seems to be admirably adapted as an introductory work in preparing students to comprehend the essentials of artisanship. Thirty excellent model figures of drawings are given.

LITERARY STYLE, AND OTHER ESSAYS. By William Mathews, LL.D., author of *Getting On in the World; Words, Their Use and Abuse; Oratory and Orators*, etc. 12mo, pp. 345. Chicago: S. C. Griggs & Co. Price, $1.50.

Mr. Mathews is widely known as an able writer on literary themes, and the present volume contains twenty-one essays, full of valuable suggestions to the teacher, student, and general reader. The title of the first essay, "Literary Style," gives name to the book. The other essays are upon the following topics: "The Duty of Praise," "Periodical Literature," "The Blues, and Their Remedy," "The Modesty of Genius," "Sensitiveness to Criticism," "The Ideal and the Real," "Fat *vs.* Lean," "Memory and Its Marvels," "Fools," "Angling," "Intellectual Playfulness," "A Plea for the Erring," "The Secret of Longevity," "The Season of Travel," "Hot-House Education," "Originality," "The Art of Listening," "Who are Gentlemen?" "Office-Seeking," and "Americanisms." A very full alphabetical index completes the work. We have read these essays with great satisfaction and profit, and commend them heartily to students and lovers of good reading. They abound in personal incidents and facts about eminent writers.

APPLETON'S HOME BOOKS. I., *The Home Garden*, by Ella Rodman Church; II., *Building a Home*, by A. F. Oakley; III., *How to Furnish a Home*, by Ella Rodman Church; IV., *Home Grounds*. New York: D. Appleton & Co. Price of each volume, 60 cents.

This series of hand-volumes are issued in uniform style, fully illustrated, and tastefully bound in flexible cloth. They contain all needful and practical directions in detail as to the laying out and preparation of the grounds about the home, and suggest the best plans for building the house and other buildings, and the proper methods of furnishing in a tasteful manner. If these books were in the hands of every housekeeper in the land, there would be a vast improvement in the tastefulness of American homes, and the comfort of the households would be sensibly increased without any addition to the expense. We commend this series of books heartily to the attention of all our readers.

THE SALON OF MADAME NECKER. Vol. III. Translated from the French by Mary Stuart Smith. No. 64, Standard Series. Quarto form. Price, 15 cents. New York: I. K. Funk & Co.

Madame Necker, as is well known, was the mother of Madame de Staël. In this volume we have most interesting reminiscences of the early life of the daughter, and much about the social life in France which preceded the bloody Reign of Terror. It is an exceedingly interesting book.

LITERARY NOTES.

— *Our Native Ferns*, by Lucien M. Underwood, Ph.D., Bloomington, Ill., is a little volume which will possess considerable interest for the large number who are making more or less study of American ferns. It gives very full and accurate descriptions of the various ferns, with directions how to study them, and contains a full account of all the North American species of the fern family. The work is divided into two parts, the first treating successfully of the haunts, habits, and distribution of ferns; morphology of the growing fern; fructification in ferns; germination of fern spores; fern structure; classification and nomenclature of ferns; how to study ferns; a little fern literature. The second part is devoted to a systematic description of all our species. Good directions and forms are given for the analysis and determination of species, much as is done for flowering plants in the well-known chapters in Gray's *Lessons*. The systematic part is provided with a good synopsis of the tribes and genera, and also an artificial key to the genera. The mechanical execution of the book, the printing and the binding are neat. Price, postpaid, $1.00.

— Fords, Howard & Hulbert, New York, announce an edition of the Revised New Testament, which will incorporate into the text the readings and renderings preferred by the American Committee of Revision, and will be known as the "American Version." The work has been done by the Rev. Roswell D. Hitchcock, president of the Union Theological Seminary, and will, therefore, bear the highest possible indorsement of its trustworthiness and entire accuracy.

— The August *Wide Awake*, like the last Christmas number, will be brilliant with groups of illustrated poems. Among the contributors will be Helen Hunt and Celia Thaxter. H. H.'s will be entitled "The Baby Show," and is, perhaps, the longest children's poem she has ever published.

THE EMPIRE STATE.

New York Educators in Council.

THE STATE TEACHERS ASSOCIATION.

THIRTY-SEVENTH ANNUAL MEETING.

The thirty-seventh annual meeting of the New-York State Teachers' Association was held at Saratoga Springs, July 5, 6, and 7, and there was a large attendance of teachers and others interested in education in the State.

FIRST SESSION.

The Association met in the Congress Hall Concert Hall on Tuesday afternoon, and was called to order by the president, Jerome Allen, of Geneseo.

An address of welcome was delivered by Supt. L. S. Packard, of Saratoga Springs, and his cordial and felicitous phrases were responded to in graceful style by Hon. Neil Gilmour, State Supt. of Public Instruction.

President Allen's Inaugural Address.

He outlined the practical work of the Association. He said that such an association ought to recommend what will be to the advantage of the entire community; that teachers should have more to say concerning what the schools shall be, who shall teach them, and the terms of admission into their own profession, because they know more about these things than any one else.

"Practical work should be done by our educational meetings. Just now there is a waking up everywhere in educational matters. Our meetings should take hold of these questions in the light of history, reason, and experience." He then spoke of the relation of education to the welfare of the State, and to crime, illustrating the latter by the following fact: "A single family of illiterates within this State, by careful investigation, has been shown to have produced in seventy-five years, twelve hundred criminals, paupers, and drunkards, and to have cost the State, directly and indirectly, between one and two millions of dollars." "It is far more important for us to look after illiteracy and remove it, than after our public debt, to reduce it. A good scholar is more likely to become a Christian than a poor one is."

Education, as we understand it, is the training of all the powers of the individual,—moral, physical, mental, and spiritual,—and we believe that there was a world of wisdom in Dr. Beecher's exclamation, "We must educate, or we perish." Our mistake has been that in running away from sectarianism we have run away from religion as well. He then spoke of permanence in situations of teachers, and its economy.

Speaking of technical education, he said: "The State should teach children how to make a living. In respect to practical education, the Elmira Reformatory is far ahead of any public school in our entire country. We give to the unfortunate criminal a more common-sense education than to our more fortunate children. Every graduate of our prisons, if he remains long enough, has learned a trade, and when he graduates into the world is frequently provided with a situation, and looked after by the strong arm of the law. We want less of theory and more of practice; less of sham and cram, and more of the eye and hand.

He called the attention of the Association to the following recommendations, each of which he discussed at some length:

1. The establishment of several normal institutes, of four or six weeks' continuance, in which nothing shall be considered but methods of teaching and personal drill in how to teach.
2. The appointment of a salaried "Faculty of Institute" constituting the Ninth Normal School, to which shall be committed all the institute work of the State.
3. Recommending that school commissioners be appointed, not elected; and that they continue during satisfactory service.
4. Requiring as thorough an examination of teachers in methods of teaching as in the subjects taught.
5. Changing the constitution of the State Association so that its annual meeting shall be made up of delegates from county associations.
6. Recommending the township system of schools.
7. The adoption of an authorized graded course for all common schools in the State.
8. Power given to school commissioners to give diplomas to common-school graduates.
9. State registration of all professional teachers.
10. The examination of teachers by teachers.

The address was well written, and enlisted the close attention of the Association.

Condition of Education in the State.

Supt. H. R. Sanford, Middletown, chairman of the standing committee, presented a report on the Condition of Education. He said the rate of school-tax has been reduced several times during the past few years, thus reducing the income, and from losses in the U. S. Deposit Fund, this source of school revenue has been lessened, while the cost of running the schools has increased. It was recommended to restore the old rate, one and one-fourth mills on a dollar, and that no district shall receive State aid unless a sum equal to one-third that amount shall be raised locally.

Normal schools should be confined to the work of training teachers; and let them first secure a knowledge of the subjects to be taught in the other schools. Owing to the Governor's veto of the appropriation, teachers' classes in the academies were entirely suspended last year, but will now be renewed. City and union graded schools should spend less time in the details of some subjects, particularly geography, and devote the time to teaching selected scientific matters having a practical bearing upon every-day life.

School commissioners are too poorly paid, and cannot even fairly supervise so many scattered schools. Towns should be permitted to organize as union school districts, as in Pennsylvania and New England. It was proposed to distribute the school funds on the basis of *aggregate* attendance instead of *average* attendance and residence, as now. District libraries have seen their day, and ought to be abolished.

The recent text-book law has increased the diversity of text-books in schools instead of diminishing it, and it ought to be repealed, and a law passed forbidding a district from receiving any State aid, if different text-books, on the same subject and of the same grade, are used at the same time.

The compulsory education act, though a failure from inherent weakness, is as much needed now as ever. One hundred thousand children are annually beginning a life of crime.

Extensive quotations were given from reports of school commissioners, published in the annual report of the State Supt., showing that many rural schools are in a deplorable condition from the lack of proper qualification of teachers. Commissioners are commonly powerless to prevent the evil.

It was proposed to require all new candidates for examination, after due notice, to present a Regents' Preliminary Certificate as a prerequisite, not in the least interfering with the commissioner's examination. It was also proposed that normal schools should require of candidates for admission the same things, said examination-questions being prepared jointly by the Supt. of Public Instruction and the Regents. This would at once exclude a large number of incompetent teachers, lessen the supply, and consequently increase the demand and the wages paid.

The following indications of improvements were stated: 1. Increased average attendance; 2. Greater activity in building and repairing school-houses; 3. A greater demand for trained teachers; 4 Experienced teachers are learning the value of improved methods in teaching; 5. New county associations are being formed.

Committees.

The president announced the following committees:

On Place of Next Meeting—Hon. Edward Danforth, Conductor C. T. Pooler, and Commissioners Reiley of Columbia Co., Baker of Albany Co., Waite of Rensselaer Co., and Prof. L. B. Newell.

On Places for Teachers—Supt. H. R. Sanford, Middletown; Supt. Robb, Cohoes; Prof. Frank S. Capin, Cortland.

On Finance—Principal C. R. Abbott and Dr. James Cruikshank, Brooklyn; Commissioners Geo. V. Chapin, Canandaigua; and Prof. A. S. Schepmoes.

On Resolutions—Conductor F. P. Lantry, Principal Addison M. Brown, Monroe Co; Principal E. M. Abell, Livonia, and Mrs. M. D. Hicks, Syracuse.

EVENING SESSION.

At the opening of the evening session, Prof. Bernstein with the Congress Hall orchestra rendered some musical selections in excellent style. President Allen called the Association to order at 8 o'clock, and introduced Prof. H. P. Smith, of Brooklyn, who rendered a report on the exhibit of drawing, with blackboard illustrations and diagrams, which were very numerous, and in the main creditable to the State.

Reading.

Hon. B. G. Northrop, Secretary of the Connecticut State Board of Education, gave an excellent address upon the subject of Reading. He said that Reading is the most important topic taught, and as such justly demands a fair share of the attention of teachers. Pupils should be taught to appreciate the best reading, and that power cannot be acquired too young. Franklin's great literary ability he attributed largely to the influence of a single book read when young. Memorizing cannot injure the young,—*i. e.*, when the memory is directed to the acquisition of pure English of good import. The speaker denounced the trashy literature sold on the cars and in the shops, so demoralizing in its influence upon the young. He related his own experience in interesting railway presidents in prohibiting the sale of such matter in depots and on trains.

After the address Mrs. Anna Randall-Diehl, of New York, recited, in splendid style, "Tom's Little Star" and "Aunty Doleful's Visit."

SECOND DAY.—MORNING SESSION.

The session was opened with devotional exercises.

Prin. F. D. Palmer, Ph.D., of Fredonia State Normal School, then read the report of the committee on

Improved Methods of Education.

The report was a strong philosophical presentation of the cause of systematic methods of teaching.

The discussion was opened by Comr. A. B. Watkins, of Adams. He agreed with the sentiment of the paper, holding that the teacher should seek first for results, second for means, and third for methods.

Prin. H. C. Kirk, of Phelps, strongly opposed some parts of the report.

Prin. L. N. Beebe, of Canandaigua, continued the discussion. He very enthusiastically insisted that the pupil should be led to see the reason of things presented to him; that since nine-tenths of all the people must earn their bread by the sweat of their brows, pupils should learn to do honest work, and learn that work is honorable.

Dr. Hoose, Supt. of Public Schools, of Binghamton, spoke of the necessity of a common, accepted terminology in the discussion of methods of teaching, and the importance of the German notion that habit is everything; that the teacher has to do with the activities of the pupils in the first place.

Institutes and Institute Instruction.

Supt. C. T. Barnes, of Little Falls, read a paper on this topic. He maintained that our school-work is daily becoming better, and that the notion that anyone can teach, and that the child is a skin to be stuffed and not an intelligence to be developed, was being exploded. He gave something of the history of institute work, and some personal reminiscences in relation to it. The paper ended with many suggestions in regard to the future of the work.

The discussion which followed, in which Messrs. Kennedy, Riley, Baker, Hopkins, and Johonnot participated, was quite animated. It was generally argued that the institutes, as they now exist, have somewhat outgrown their original usefulness, and should be supplemented by some more extended work.

On invitation of the president of the Association, Dr. Laws, president of the State University of Missouri, spoke at some length.

AFTERNOON SESSION.

Conductor R. E. Post, of Ithaca, read the report of the committee on "Educational Advancement." Efforts have been made to awaken a general educational interest throughout the State, to the end that better methods of instruction might be introduced in the schools. These efforts have been partially successful. The committee was continued for another year.

Samuel Thurber, of Boston, Mass., read a paper on

Recent Criticisms on our Public Schools..

He gave a candid statement of criticisms, distinguishing between those coming from the enemies of the schools, and those coming from friends. He thought that parents ought to pay the entire expense of tuition in high schools, and even in lower-grade schools parents ought at least to pay something for the schooling if they were able, which would be a practical restoration of the old rate-bill.

The report elicited a spirited discussion, engaged in by Messrs. Kennedy, Beattie, Hoose, Clark, Lantry, and others, who, while admitting the candor and fearlessness of the paper, yet opposed its conclusions. They believed in free schools.

Supt. Calkins, of New York, by request, explained the workings of the insurance association of the New-York teachers.

The chair announced the following committee on "Teachers and Schools," whose duty is to bring together teachers and those who need their services: H. R. Sanford of Middletown, A. J. Robb of Cohoes, F. S. Capen of Cortland, J. E. Myer of Plattsburgh, T. B. Lovell of Attica.

EVENING SESSION.

H. P. Emerson, of Buffalo, read a paper on Latin in High Schools. The people ought to be taught something besides the merely practical. The study of Latin is valuable, for its disciplinary power to giving a greater knowledge of our own language.

Rev. Dr. Marshall, of New York, delivered a lecture on "The Genealogy of the Modern Lecturer and his place in Educational Agencies."

Miss Hulda Baker, of Syracuse, read "Brother Anderson's Sermon," and after an encore she gave "Winnie's Welcome." Her selections were well received, and showed that she had a voice of unusual power.

THIRD DAY.—MORNING SESSION.

The session was opened with prayer by Rev. Dr. Stryker, of Saratoga Springs.

Nearsightedness.

A very interesting paper was presented by C. J. Buell, of Boonville, in which he showed that nearsightedness is increasing, and that it is due to various causes, but mostly to the constant use of text-books. Many interesting statistics were given in the paper.

A very lively discussion followed, in which many of the Association participated. Among others was Mrs. Breman, from Cleveland, Ohio, who gave some interesting experiences. It was the general opinion that lamp and gas-light should bear no small part of the blame for the prevalence of this disease of the eyes.

C. W. Bardeen, editor of the *School Bulletin*, Syracuse, gave an interesting historical address on

Educational Journalism.

He said that more than 300 educational journals had been started in this country, with an average continuance of less than two and a half years. There are three types of such publications, as follows:

1. The official organs of the superintendents of public instruction; 2. The organs of associations; 3. The independent educational journal. In 1840 Francis Dwight started the organ of the department of public instruction of the State of New York. It lasted eleven years, and was conducted by Dwight, Randall, Cooper, etc. Eleven thousand copies were distributed through the State, at a cost of twelve cents for postage to the receiver, but it was not appreciated, and often allowed to remain in the postoffice rather than pay that small sum for postage. There is need of this class of journals to give information and correct mistakes as to the laws and systems of education in the State. The *Pennsylvania School Journal* is the largest and best of this type of educational journals. It is edited by J. P. Wickersham, one of the leading educational men of the country, and is sent by law to the school officers of that State.

The organ of the New York Teachers' Association was started by T. W. Valentine, in 1845, and was called *The Advocate*, and published semi-monthly. In 1852 Valentine started the *New York Teacher*, which was subsequently edited by Mr. Bowen, etc. It was the property of the State Association, and run it in debt to the amount of $2,400. Mr. Cruikshank finally took the *Teacher*, and paid the debt, and continued its publication for eleven years, when it passed into the hands of J. W. Schermerhorn & Co., and merged in his *School Journal*. The *School Bulletin* is an independent journal. The best independent journal ever published in America was *Barnard's American Journal*, which has been continued for more than a quarter of a century, at a great sacrifice to Mr. Barnard. The thirty volumes it makes constitute the best cyclopædia on education in the world, and these volumes should be placed in every school library in the country. The *Educational Weekly*, started by Mr. Winchell, deserved to live, but, after running it five years, it was sold for $1,000. *The Schoolmaster*, of London, has a circulation of 25,000 copies monthly, and pays its owners handsomely, as does the JOURNAL OF EDUCATION, published by Mr. Bicknell, of Boston. Mr. Bardeen said that there was need of independent

journals. Teachers need discrimination, and a broad preparation for their work. He complimented Governor Cornell for vetoing the bill passed by the legislature giving pensions to teachers. Mr. Bardeen delivered his address in excellent style, without notes.

Amos M. Kellogg, editor of the *New York School Journal*, continued the discussion, and presented very forcibly the importance of educational journals to the cause of education. His views were given in an excellent spirit, and were philosophical as well as practical.

It was decided to hold the next meeting at Yonkers, on the 6th of July next, 1882.

Election of Officers.

Nominations of the officers for the ensuing year made on the election resulted as follows:

President—Dr. A. B. Watkins, of Adams. *Vice-Presidents*—L. S. Packard, Charles E. Surdam, C. T. Barnes, Kate B. Emerson. *Corresponding Secretary*—M. M. Merrill. *Recording Secretary*—H. C. Kirke. *Treasurer*—C. O. Roundy.

Edward Danforth, of Elmira, was appointed a Committee on Transportation and Entertainment.

AFTERNOON SESSION.

After the opening of the afternoon session, the president announced the following as a Committee of Necrology: C. O. Roundy, Moravia; T. C. Lovell, Attica; F. J. Jones, Rose Whitney, and E. M. Clarke.

Prin. J. E. Bradley, Ph.D., Albany, gave an excellent paper on "General Information," which was listened to with many hearty responses to its sentiment by the teachers. The discussion on this paper was waived, and Miss M. S. Cooper, of Oswego, read a paper on "The Best Methods of Teaching Language in our Public Schools." This paper was one of the very best on this topic we have ever listened to.

Elocutionary.

Mrs. Harriet Webb gave two readings before the Association. The first, "How They Saved St. Michaels," and the second, in response to an encore, "The Vendue of the Bachelors."

EVENING SESSION.

The evening session was called to order, and a motion carried to place President Allen on the Committee of Educational Advancement, as its chairman. H. B. Emerson next read a paper on "Latin in the High Schools."

The speaker introduced the subject of the paper by noticing the opposition to the classics, both in England and the United States. He next showed that there is no antagonism between the study of the sciences and that of literature, and that Latin especially is a practical study for several reasons, which were ably elaborated.

Mrs. Anna Randall-Deihl and Mrs. Webb each gave a reading. Both selections were very finely rendered, and received the hearty applause of the audience.

The new president, Mr. Watkins, was introduced, and made a most appropriate acknowledgment of the honor conferred upon him.

Mr. Allen, in a few words, closed the session of the Association. No meeting in the entire history of the New York State Teachers' Association has been more successful than this, both in the numbers attending and in the importance of the works accomplished.

On Friday, July 8, an excursion to Lake George, and Fort Ticonderoga was enjoyed, by invitation of The Dixon Graphite Co., an account of which will be found in another column, furnished by a special correspondent to THE JOURNAL.

SPECIAL CORRESPONDENCE.

KANSAS.

RECENT LEGISLATION.

There were only three laws relating to general educational interests passed at the late session of the Legislature.

The first relates to county certificates, and provides that they shall be designated first grades, second grades, and third grades, instead of grade "A," grade one, and grade two, as heretofore.

The first is good for two years, the second for one year, and the third for six months. The first requires an average in the examination of 90 per cent, with nothing less than 70, and the second and third an average of 80 per cent. and 70 per cent. respectively, with nothing less than 60.

Applicants must be at least eighteen, seventeen, or sixteen years of age, respectively, to receive the different grades of certificates. Only a third-grade is granted to a person who has had no experience, and only one third grade is ever granted to the same person in any one county. Three months experience is necessary to obtain a second-grade certificate and twelve months experience for a first-grade. In addition to the common branches applicants for a first grade are required to be examined in book-keeping, natural philosophy, and physiology. The last two are in place of botany, entomology, and geology, which have hitherto been required for an "A" grade. This law is looked upon very favorably by the teachers.

The second law defines the duties and fixes the rate of compensation of county superintendents. A few years ago the Legislature made their duties only nominal, and their compensation the same. This law restores the salaries to a living rate and undertakes to secure competent supervision. It is made the duty of the superintendent to visit each six-months term of school, and to hold a public educational meeting in each district during each year.

The third law provides that each district possessing a schoolhouse shall maintain a school during at least four months each year, and give the county superintendent power to lay the tax necessary to do so, if the people fail to do so at their annual meeting.

EDUCATIONAL INSTITUTIONS.

The last year has been one of great prosperity, not only to the regular State institutions, the State University at Lawrence, the Normal School at Emporia, and the Agricultural College at Manhattan, but to the several denominational and private institutions of higher learning, of which there are about a dozen in the State. The attendance at the Agricultural College was about three hundred; at the Normal, three hundred and sixty-eight, and at the University four hundred and sixty-six. Of those in attendance at the University, two hundred and seventy-six were males, and one hundred and ninety were females. In the Normal, the larger proportion were females. The work done in all these institutions has been excellent; very few have failed to pass the required examinations, and the standard has been high; while not a single severe case of discipline has been necessary in any of them. These facts speak volumes for co-education.

THE STATE UNIVERSITY.

This is a grand institution for the West, and is fast taking its place among the best schools of the land. The faculty, headed by its most excellent chancellor, Rev. Jas. Marvin, D.D., are doing very thorough, conscientious work. This is having its effect, and the institution is becoming deservedly popular, not only in Kansas, but in other sections. This is attested by the fact that fifty-three counties of Kansas, and sixteen different States were represented among its pupils during the last year.

The commencement exercises this year, ending June 8th, were the finest and most successful in every way of those so far given in the institution. Rev. Dr. Anderson, President of the University of Chicago, preached the baccalaurate sermon, and Rev. S. J. Nichols, of St. Louis, delivered the address before the literary societies. Of over forty students who had performances on the programs of the literary societies, prize oratoricals, class day, and commencement day, not a single one failed, or made the least break of any kind. Very much of this perfection is doubtless due to the careful and faithful work of Prof. J. W. Gleed, who has charge of elocution in the institution.

Additional interest attached to the Commencement exercises this year from the fact that the class was the largest, and in many respects the best ever graduated. It consisted of nineteen from the collegiate department, seven from the normal department, and four from the law department. The collegiate class consisted of ten gentlemen and nine ladies. Many of these are sons and daughters of leading and worthy citizens of the State, who complimented the University, and showed their entire faith in the work it is doing by patronizing their home institution, when they are abundantly able to send to any Eastern school. Several of this class, however, as well as a large proportion of the others in attendance, depend entirely upon their own resources. The class was remarkable from the fact that nine of them were born in Kansas, though it has been a State but little over twenty years. What better evidence of the growth and prosperity of this great State could be asked?

The prospects of the University are materially brightened by the election by the regents, at their last meeting, of Prof. P. J. Williams, late president of Ottawa University, as Dean of the Normal Department. No better or more experienced man could be found in the country for the position.

ANNUAL EDUCATIONAL MEETINGS.

The several state meetings took place this year at Manhattan on June 21, 22, and 23. Over sixty county superintendents, and nearly a hundred of the principals and leading teachers of the State were present to attend the different meetings.

The State Teachers' Association was called to order on the evening of June 21, by President Wm. Wheeler, who delivered the annual address, choosing for his theme, "Books and Reading." He took strong grounds in favor of a wholesome, standard literature for school-children, and against teaching "Elocution," so called, in place of reading, in the public schools. This was followed by a very enjoyable reunion and sociable.

Among the other leading papers read during the association, deserving special mention, were "The Emile of Rosseau: Its Place in the Development of National Thought," by Miss Grace C. Bibb, of the University of Missouri; "At Them," by Hon. J. M. Greenwood, Supt. Schools, Kansas City, Mo. in which the Richard Grant White agitators were beautifully "shown up"; "Our Work," by Miss Ida A. Ahlborn, Principal Jewett City Schools; and "Literature in the Public Schools," by Hon. Geo. W. Hoss, editor "Educationist," Topeka.

The following officers were duly elected for the ensuing year: *President*, Supt. Wm. Bishop, of Saline County; *Secretary*, R. C. Meade, Supt. Atchison schools; *Treasurer*, L. M. Knowles, Principal Peabody schools; *Executive Committee*, Prof. Geo. M. Stearns, of Washburne College, Topeka; Supt. F. F. Dinsmoor of Douglas Co., and E. L. Jewett, principal Abilene schools.

Itwas decided to hold the next meeting in Topeka, and it was generally understood that one was to be called during the holidays.

The Convention of County Superintendents was the most successful and most largely attended that has ever been held in the State. A permanent organization was formed, and many important questions relating to their work discussed. Among these were: The Relation of County Superintendents to Normal Institute Work; the Teacher's Report to the County Supt.; a Uniform Course of Study in Country Schools; the Compulsory Attendance Law: Teachers' Associations; Teachers' Certificates, and how to grade them; Official School Visitations; &c.

The Convention of City Superintendents and Principals organized and appointed two committees to report at the next meeting, one to prepare a course of study for graded schools of four or more departments, and the other a course of study for high schools.

NOTES AND PERSONALS.

Supt. E. L. Jewett, of Abilene, has been reëlected, at an advanced salary, now $1,200.

L. M. Knowles has been reëlected principal of the Peabody schools, at $100 per month.

Supt. R. C. Meade, of Atchinson, has been reëmployed, with an advance of $300 on his salary.

Supt. W. A. Boles will remain at Olathe.

Supt. F. A. Fitzpatrick, of Leavenworth, has had his salary raised for the coming year. It is now about $2,300.

D. C. Tillotson, late principal of the North Topeka schools, has been elected supt. by the Board of Education of Topeka.

F. W. Bartlett, principal Atchison High School, is spending his vacation in Europe.

J. H. Middaugh has withdrawn from the principalship of the Beloit schools, and has entered the practice of law in that city. B. S. Hutchinson has been elected to fill the vacancy.

The Topeka High School has the good fortune to retain Prof. L. A. Thomas another year as principal, and Miss Eunice A. Lyman as assistant.

Prof. J. W. Gleed, of the State University, is preparing a series of lectures upon New Mexico, to be delivered in New England during the summer. They will be very entertaining.

President R. B. Welch, of the Emporia Normal, will lecture to institutes during the summer.

Supt. Ed. Stanley, of Lawrence, has been reëlected, at a salary of $1,000.

M. Chidister, formerly of the Parsons schools, and T. A. Bogle, formerly of the Marion Center schools, are now superintending the schools of their respective counties.

About seventy normal institutes will be held during the summer, of from four to eight weeks each, which will employ about one hundred and twenty-five different conductors and instructors.

Ex-State Supt. A. B. Lemmon has left the educational field, as a teacher, and purchased the *Newton Republican*, which he is editing.

State Supt. H. C. Spear is a very active and efficient officer, and is well liked and influential among the teachers.

Kansas, July, 1881. OCCASIONAL.

THE DIXON PENCIL EXCURSION.

A LAKE GEORGE DAY.

(From a Special Correspondent.)

On board the steamer "Horicon," Lake George, Friday, July 8, 1881, must be written a halcyon day, and must be calendered "Red Letter." Fair skies, cool breezes, matchless scenery, good company, and last, though not least, plenty of good things to eat and drink, conspired to our enjoyment.

From the dust of your sanctum, Brother Bicknell, please fancy us a favored party, the very elect, spending the hours of this midsummer day on Lake George. Was it ever fairer? Is not its atmosphere described in Whittier's lines,—"Nature's own exceeding peace"? The favored ones of our party who had been abroad, said, that only in the surroundings of snow-clad peaks did Lakes Luzerne and Como excel. Black Mountain towered in gloomy grandeur; Sabbath-day Point lay in peaceful silence; the water, clearer even than crystal, and greener than emeralds, was every one's admiration. But I am anticipating my story. We are here as an excursion-party, the guests of the Dixon Pencil Company. They are lavishing on us the very refinement of hospitality; these pencil-people seem to have a genius for entertaining.

We left Saratoga at 8 a. m., and lunched at Fort Ticonderoga, of Ethan Allen renown. We embarked on the steamer "Horicon," and here we are.

EVERYBODY IS HAPPY.

We were ravishingly hungry at lunch-time at the Fort; "and how schoolmarm's can eat," said the blooming matron who directed things at the lunch-table, — and, why not? we were abroad to-day to do our own sweet will. The school, the convention, the shop,—care of all kinds was in the dim distance; we are breathing the lazy, dreamy air of our own happiness.

Cleveland, Walker, and McLean, of the Pencil Company, are everywhere active for the success of the day. Hawkes is at his jolliest; Hoyt, as usual, is happy; Smyth is notable for his absence; even Brother Bardeen is, for to-day, an optimist,—and what more could one say. Ex-President Allen and President Watkins are both with us, toning our jollity with the necessary dignity. For this day's pleasure we are indebted to the Dixon Pencil Company, of Jersey City; or, more correctly speaking, to the Joseph Dixon Crucible Company, Jersey City, N. J., manufacturers of the celebrated Dixon American Graphite Pencils. Their Graphite mines and mills are at Ticonderoga, on this lake. They conceived the idea, formed a plan, extended an invitation to this excursion, and we accepted. This beautiful lake is dotted with innumerable islands, three hundred and sixty-five in number, they say. We sailed swiftly by and between them, and it seems the very country of the lotos-eaters, where it is always afternoon, and the lines of Buchanan Read come into our minds:

"With dreamful eyes my spirit lies
Under the walls of Paradise."

At 4 p. m. we have made the lake, and touched Caldwell, its extreme southern end; we turn north, and now the panorama is reversed. With the declining sun the colors swiftly change; no two minutes is the view alike. Where else are such smooth,

clear waters, such changing colors, such exquisitely fine lines. Lunch-time is at hand again, and is not unacceptable. "How hungry I am!" said a Genesee County girl, and she echoed all our minds.

After lunch, President Allen sent a summons for a gathering, and when the strains of "America" died away, he said a few words. He alluded to the extreme pleasure of this excursion; the scenic beauty of the lake; the historic associations; and suggested a vote of hearty thanks to the host of the day,—the Dixon Pencil Company. Professor Clarke made the motion with a stirring historical speech; it was seconded and passed with a ringing "Aye!" and three cheers and a tiger. Mr. Orestes Cleveland, on behalf of the Pencil Company, responded in a witty, good-hearted, instructive five minutes' speech, which brought him three hearty cheers, etc. Concluding his speech, he opened a box which contained foliated and crystallized specimens of graphite ore, sufficient in number for every one of the entire party, three hundred and twenty-nine in number, to receive at least one.

THE FORMALITIES OVER,

we relapsed once more into our romantic mood. Right here in these very waters the "cursed mingoes" chased Hawkeye and Uncas and their party in the canoe-race so vividly described in Cooper's *Last of the Mohicans*. We threaded our way swiftly among the many islands, repassing Paradise Bay, Tongue Mountain, Black Mountain, French's Point, Friends' Point, Sabbath-day Point, Rogers Rock,—and lo! the sail is over. A moment transfers us all to the train, and away we speed for Saratoga, arriving safely, without a jar or accident, at 10.15 p. m. So much pleasure does not often fall to a school-teacher in one short day, so here seems to be the place to record our vows: We vow never to forget Fort Ticonderoga; never to forget Lake George; never to forget this midsummer day; and last, though not least, never to forget the Dixon American Graphite Pencil. CYNTHIA ANN.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, N. A. LUCE, *Augusta, Me.*

— The two past weeks have been fruitful of educational items, but the State editor has been unable to gather them up because of other and more pressing duties. Three of our colleges have graduated more than usually large and strong classes, as also have two of our normal schools, and several of our more important seminaries; while high schools by the score have, in like manner, finished the year's work. And the outlook of all for the coming year is very encouraging.

— The Normal School at Gorham graduated, June 24, a class of 18, making the number of graduates for the year 41. Hereafter its course of study, which has differed from that of the other two in being for one year only, will be for two years. The same corps of teachers who have been connected with it from the start are continued in their several positions.

— The *Lewiston Journal* reports that a Catholic college, under the supervision of the Dominican Fathers, is projected for Lewiston.

— Two of our prominent educators have been "doctored" this year, Bowdoin Coll. having just conferred the degree of Ph.D. on Prest. Fernald of the State Coll., and Bates the same on Prin. Rounds of the Farmington Normal School.

NEW HAMPSHIRE.

State Editor, D. A. CLIFFORD, *Manchester, N. H.*

— It is claimed that Lena M. Chase, of the South Intermediate School in Laconia, beats "out of sight" all the Massachusetts girls who have been reported in THE JOURNAL in spelling. During the last year this miss has spelled, in "written work," 3,100 words, misspelling only *one* word; and in the other four years of her school-life, she has, "in oral work," misspelled but four words.

— Prof. E. Whipple, of Reed's Ferry, has just returned from Salem, N. J., where he has been employed as instructor in a teachers' institute.

Dartmouth Coll. Troubles.—The investigation, founded upon the bill of complaint containing five specific charges against Prest. Bartlett, was concluded on the 12th and 13th insts., before the whole Board of Trustees. The New York alumni and faculty were represented by Messrs. Steele, Tenney, and Judge Fullerton, eminent lawyers of New York; and Prest. Bartlett, by Messrs. Harry Brigham and Judge Ladd, of New Hampshire. The charges, including many specifications, were sustained by the positive testimony of many members of the faculty and students, and the defence met these charges by rebutting testimony of three professors, and Dr. Bartlett; Dr. B. was under cross-examination by Judge Fullerton for two and a half hours. Both sides rested the case without arguments of counsel, and the friends of both parties claim to be satisfied with the trial. The report of the Com. of Trustees is expected within ten days, probably on the 27th inst., when the Trustees meet in Concord. Whatever that report may be, every friend of the Coll. must deplore the consequences of this public investigation which was forced by Prest. Bartlett. The Coll. must suffer, however wise and just the action of the Trustees may be.

VERMONT.

State Editor, C. C. BOYNTON, *Townshend, Vt.*

STATE TEACHERS' ASSOCIATION.

The thirty-first annual meeting of the Vermont State Teachers' Assoc. will be held at Northfield, Wednesday, Thursday, and Friday, Aug. 10, 11, and 12. The following is the program:

Wednesday, August 10.

7.30. p. m. Music; prayer. Address of welcome, by Hev. Wm. S. Hazen, of Northfield.
8.10. p. m. Response, by Prest. J. S. Cilley, of Jericho.
8.30. p. m. "The Province of the State in Education," by Rev. G. B. Gow, of Brattleboro.

Thursday, August 11.

9.00 a. m. Music; prayer.
9.15 a. m. "The Spiritual Significance of Education," by Prin. O. S. Johnson, of Bakersfield.
9.45 a. m. Discussion: "How can the Standard of Qualification for Teaching be Raised?" opened by Prof. Chas. Dole; of Northfield.
11.00 a. m. "Oriental Education by the Authority of the Past as Compared with Western Education on Scientific Methods," by Prest. Cyrus Hamlin, of Middlebury.
2.00 p. m. "Natural History for Common Schools," by Prin. Henry Priest, of Barre.
2.30 p. m. "Relations of our High Schools and Academies in our School System," by Edward Conant, of Johnson; followed by a discussion.
3.45 p. m. "The Teacher's Aim," by Prin. Geo. A. Brown, of Bellows Falls.
4.15 p. m. "How shall we Teach the Scholar a Correct Method of Study?" by Prin. A. N. Wheelock, of Barre.
4.45 p. m. "Education at Home and Abroad," by Rev. S. H. McCollister, of Bellows Falls.
8.00 p. m. "Ungraded Schools," by State Supt. Justus Dartt, of Ascutneyville.
8.30 p. m. "The Moral Hygiene of the School," by Prest. M. H. Buckham, of Burlington.

Friday, August 12.

8.00 a. m. Business Session. Reports and elections.
9.00 a. m. Paper: "The Life and Work of Mrs. Fanny K. Kyle," by Miss Alice M. Guernsey, of Saxton's River.
9.45 a. m. "Among the Schools of Europe," by Prin. H. T. Fuller, of St. Johnsbury.
11.00 a. m. "The Teacher's Need and Means of Growth," by Lyndon A. Smith, of Washington, D. C. (office of Bureau of Ed.)

The Assoc. will be heartily welcomed in Northfield.

Those expecting to attend the meeting of the Assoc. are requested to apply for entertainment to Prof. Charles Dole as early as convenient, and cards of introduction will be sent to such applicants.

The usual courtesy will be extended by the railroad companies.

At the last annual meeting the constitution was amended as follows: "The annual membership-fee of gentlemen shall be one dollar, of ladies twenty-five cents, and the privileges of free railroad-tickets and local accommodations are restricted to members of the Assoc."

A meeting of the Vermont College of Teachers will be held at Northfield, Wednesday, Aug. 10, at 11.00 o'clock a. m. A full attendance is desired.

Trains leave for the north at 3.05, 8.50, and 10.20 a. m., and 3.50 and 6.00 p. m. Trains leave for the south at 10.20 a. m., and 12.50 and 11.35 p. m.

— The "Queen City" of Vermont, and the Champlain Valley, never presented a more lovely appearance than during the late 77th commencement of the Vermont Univ., June 26 to 29, and never were its friends in better spirits. Mr. J. P. Howard's munificent gift of $50,000, for the Natural History professorship, was the key-note to bright anticipations for the future of the university.

MASSACHUSETTS.

State Editor, ALFRED BUNKER, *Boston* (*Highlands*), *Mass.*

— The late Ebenezer Alden, M.D., of Randolph, left a legacy of $5,000 to Phillips Acad., Andover, for helping students, or paying for instruction, at the discretion of the trustees. Dr. Alden, at the time of his death, was the senior trustee, having been elected in 1837.

— The late Ebenezer Alden, M.D., of Randolph, left a legacy of $5,000 to Phillips Acad., Andover, for helping students or paying for instruction, at the discretion of the tutors. Dr. Alden, at the time of his death, was the senior trustee, having been elected in 1837.

— The fall term of the School of Elocution and Expression, Boston, will open Oct. 5, 1881. Anna Baright, the principal, opened this excellent institution in Oct., 1879, with the avowed purpose of carrying out the grand and distinctive principles of the system of Lewis B. Monroe, A.M., as taught in the late Boston Univ. School of Oratory; *viz.*, "Expression is the outward manifestation of that which is already in the consciousness." The law of economy demands that expression should result with as little waste of power in friction as possible. In attaining this end, the school recognizes the fact, "that the human organism, when in *perfect training*, can do without conscious effort what it is in the *habit* of doing;" and in its course of study endeavors, through habit, to associate with the mental activities adequate and appropriate manifestation. Physical and vocal culture are fundamental; gesture and vocal expression are the arts developed therefrom.

— Dr. W. W. Waterman, Supt. of Schools in Taunton for twelve years, has just been unanimously reëlected, with an increase of salary. The salaries of the teachers have been increased about ten per cent.

— Forty-five young ladies graduated last month from Mt. Holyoke Sem., South Hadley.

— Mr. Ray Greene Huling has been reëlected prin. of the Fitchburg High School.

— Sixteen girls and five boys graduated from the Taunton High School, in the class of '81.

— Col. Francis W. Parker, late of Quincy, one of the Supts. of Schools, Boston, is to give a course of lessons at Cottage City, Martha's Vineyard, on the Art of Teaching. These lessons will begin Aug. 1, and the theory and practice of teaching in primary and grammar grades will be taught, especially as to language, arithmetic, geography, and courses of study.

— Mr. E. S. Ball, for the past seven years prin. of Lawrence Acad., Groton, has resigned his position. Under his administration the school has enjoyed a marked increase of patronage, and the best wishes of a host of friends will follow him wherever he may go.

— At Amherst Coll. a prize of $25 for improvement during the first year, and a Greek prize of $60, were both won by James Maloney, of North Brookfield.

— The class recently graduated from the Worcester High School, of which Mr. A. S. Roe is prin., consisted of eighty members, the largest class ever graduated from that school.

— Wheaton Sem., Norton, graduates a class of 10 young ladies this year.

— Mr. Wm. Connell, Jr., has been reëlected supt. of the Fall River schools.

RHODE ISLAND.

State Editor, I. O. WINSLOW, *Providence, R. I.*

— The State was well represented at the meeting of the American Inst. of Instruction at St. Albans. Prest. Mowry, Comr. Stockwell, Prins. Greenough, Lyons, Hall, Hoyt, Blakeslee, Leach, and Profs. Greene and Harkness are among its representative men.

CONNECTICUT.

State Editor, CHARLES NORTHEND, *New Britain, Conn.*

— "The salutatorian at Yale this year was a Dutchman, the valedictorian a Hebrew, and the prize declaimer a Chinese." So says an exchange. Our free institutions have no respect for rank or station, unless as a reward of merit. This is as it should be.

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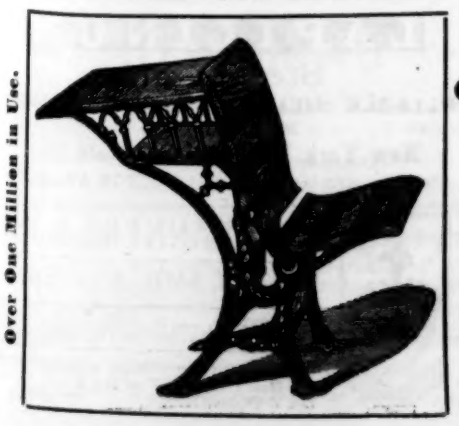
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